

Manual for Teaching

OUR COUNTRY—INDIA

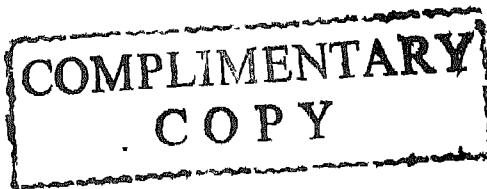
BOOK ONE

SOCIAL STUDIES

Manual for Teaching

OUR COUNTRY – INDIA

BOOK ONE



NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

February 1972
Mugha 1893

P U 5 T

© National Council of Educational Research and Training, 1972

PUBLISHED AT THE PUBLICATION UNIT BY THE SECRETARY,
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING,
SRI AUROBINDO MARG, NEW DELHI 16 AND PRINTED AT RAJENDRA
RAVINDRA PRINTERS (PVT) LTD., RAM NAGAR, NEW DELHI 55.

Foreword

The textbooks entitled 'Our Country—India' Books I and II are intended for Classes III and IV respectively. They are specifically designed to suit the needs of schools of All-India character like the Central Schools, although they can be used by individual States also with necessary adaptations. They form a part of the series developed for primary schools in the subject of Social Studies. The basic theme underlying this series of textbooks is 'Our Country and its Unity'. Adequate emphasis has also been laid on the inculcation of healthy social attitudes and the spirit of nationalism.

The teaching manuals based on the textbooks for Classes III and IV are meant for teachers. They seek to acquaint the teachers with the philosophy underlying this series of Social Studies textbooks in general and the objectives to be served by these textbooks in particular. The manuals give detailed suggestions for using the textbooks effectively. Some general suggestions for the effective teaching of Social Studies are also given. All the directions regarding teaching techniques, etc., given in the manuals are only suggestive in nature. The teachers are free to modify them to suit their local and individual needs. They are also free to adopt any other suitable activities and techniques.

I am grateful to my colleagues Dr. R H Dave, Smt. Adarsh Khanna, Shri Chandra Bhushan and Shri C P Rai Bhatnagar for their valuable contribution in developing these manuals. I hope that these manuals will provide useful guidance to the teachers and help them in their day to day teaching.

May 1971
New Delhi

S.V.C. ARIYA
Director
National Council of Educational Research and Training

Contents

FOREWORD	..	..	..	..	..	..	v
<i>Some General Principles</i>	..	..	..	..	..	..	1
<i>Detailed Suggestions for Teaching</i>	..	..	..	..	..	..	25
<i>Learn These Things</i>	..	..	..	..	..	..	27
<i>Life of Our People</i>	..	..	..	..	..	..	29
1. Jammu and Kashmir	..	..	..	..	..	..	32
2 Himachal Pradesh	..	..	..	..	..	..	35
3. Punjab	..	..	..	..	..	..	36
4. Haryana	..	..	..	..	..	..	38
5 Rajasthan	..	..	..	..	..	..	40
6 Gujarat	..	..	..	..	..	..	41
7. Madhya Pradesh	..	..	..	..	..	..	43
8 Maharashtra	..	..	..	..	..	..	45
9. Mysore	..	..	..	..	..	..	47
10 Kerala	..	..	..	..	..	..	49
11. Tamil Nadu	..	..	..	..	..	..	50
12. Andhra Pradesh	..	..	..	..	..	..	53
13. Orissa	..	..	..	..	..	..	55
14 West Bengal	..	..	..	..	..	..	56
15. Assam	..	..	..	..	..	..	60

Our Heritage

20. The Story of the Ramayana	..	..	..	..	75
21. The Story of the Mahabharata	..	..	..	..	76
22. Ashoka	..	..	..	..	76
23. Chandra Gupta Vikramaditya	..	..	..	..	77
24. Harsha	..	..	..	..	77
25 Rajendra Chola	..	..	..	..	78

•

Some General Principles

•

Some General Principles of Teaching Social Studies

Independent India has by common consent adopted democracy as the best form of government. Democracy, however, needs a body of citizens who are prepared to shoulder the responsibilities that go with freedom. To have such citizens in future, we must develop in our children and youths of today the knowledge, competence and values that would make them effective members of the nation. The home, the neighbourhood and the social and political institutions, no doubt, contribute to the development of good citizenship in the growing children, but the greatest responsibility falls on the educational institutions and specially on the primary schools which must lay a strong foundation of requisite qualities and values.

Every subject in the school curriculum contributes towards the growth of the personality of the child by helping to promote desirable learnings and skills. Of these subjects perhaps Social Studies can contribute the most, towards the promotion of citizenship qualities. This subject is taught as a compulsory subject in our schools. Thus a great responsibility devolves upon the teacher of Social Studies.

What is Social Studies?

The concept of Social Studies is very wide. People have defined it in a variety of ways. The most important word is 'Social'. The subject-matter of Social

Studies is centered round 'man'. It includes the study of the interaction between man and his environment—physical as well as social. It also lays emphasis on the study of the relationships between man and his fellow-beings. The content of Social Studies is drawn from History, Geography, Political Science, Economics, General Science and Arts.

Through its subject-matter Social Studies teaches children how to live in society. It also helps them to understand how man lives and works in the physical conditions of the village, city, the neighbourhood, the country and the world and how he stands in relation with the family, community, state, country and world at large.

Scope of Social Studies

The scope of Social Studies is very wide. It includes all the human activities. To understand the importance and the scope of the subject following should be kept in mind

1. The primary responsibility of the school is to prepare the pupils for life. The school must, therefore, see to it that they acquire the knowledge and attitudes necessary for adjustment to the environment. In the present times the world is changing fast. The school must, therefore, lay the foundations of the preparation for the understanding of, adjustment to and participation in the process of change.
The environment in which the child is born is the product of social and physical conditions. The environment influences our life. Through Social Studies we acquaint children with the environment and at the same time develop in them those skills which help them to become responsible citizens.
2. The independence we enjoy bestows on us a number of rights and a number of responsibilities. To discharge these responsibilities effectively it is necessary to be equipped with the related knowledge and a suitable frame of mind. Social Studies supplies this knowledge and also attempts to lay the foundation of desirable habits and attitudes through a suitable programme of activities.

3. To make the nation strong and prosperous we are taking several steps through developmental plans and programmes. Pupils should possess a working knowledge of the plans and projects so that, as adults, they can make maximum contribution to the progress and prosperity of the country.
4. Knowledge of the past is necessary to understand the present. To become an enlightened, patriotic citizen, it is necessary to know about the country's glorious past also. Therefore, biographies of great men and stories from history occupy an important place in Social Studies. However, we must bear in mind that history is not merely a dead account of the past. It must be enlivened by relating it to the present.
5. For peaceful coexistence people of the world must have mutual trust and cooperation. Social Studies can help in promoting an attitude of national and international understanding
6. As a subject of primary schools, Social Studies takes full care of the needs and interests of the children Selection of content and methods of teaching Social Studies should also be in accordance with the needs and the interests of the children

The Syllabus

Every syllabus for schools has some limitations In view of the objectives laid down in the syllabus some items have to be stressed and some others have to be left out. Everything can not be included in the syllabus.

The underlying basic theme of the present syllabus is—Our Country—India and its Unity. It also emphasizes her future aspirations and our duties as citizens. The basic theme has been emphasized in different classes from different points of view even though the specific theme for each class is different The themes for different classes are as under :

Class I	Home and School
Class II	The Neighbourhood
Class III	Out State and Our Country India
Class IV	Our Country—India
Class V	India and the World

Objectives of Teaching Social Studies

To teach any subject effectively it is essential to know why it is taught and what difference it is likely to make in the pupil's knowledge, understandings, skills, habits and values. Given below are some important objectives of teaching Social Studies in primary classes. This account will assist the teacher in teaching and evaluating his work in the classroom. By the end of class V children should have attained the following :

(A) **Understandings**

1. The basic needs—food, clothes and shelter of man all over the world are the same and man always seeks the help of others in meeting these needs.
2. Man's life on earth is intimately connected with his physical environment. His activities are to a large extent conditioned by it, though he has always been striving, with varying success, to turn it to his advantage also.
3. Man's life is made possible by the use of physical resources, like soil, water, forests, minerals. Man needs these resources badly and it is his duty, therefore, to conserve them and to put them to the best possible use.
4. Man lives in society. He has to depend on others for his needs. Thus members of a family, States of a country and different countries of the world are dependent on one another. Life is impossible without cooperation.
5. Mutual cooperation, good will, trust and a sense of responsibility are an essential pre-requisite for smooth and peaceful life in the society.
6. In the Democratic Republic of India all citizens have equal rights and duties. We should understand these fully and discharge them conscientiously.
7. There is a great diversity among the people in the different parts of our country with respect to languages, food habits, dresses and religious beliefs. In spite of all these differences we all are *Indians* and make one nation.
8. India has a culture of her own, and we as Indians cherish certain values. In order to preserve and modify our culture and values it is essential to know these.

- 9 Several great men have contributed to the development of Indian culture We should also know about these greatmen.
10. There is a great diversity in different countries but all countries are a part of *One World* Each country has some important contribution to make to the world. We should show the same respect to the people of each country and should honour the differences in their religious beliefs and faiths.

(B) Skills and Abilities

- 1 While taking part in meetings and working in groups children should be able :
 - To express themselves clearly and logically through speech or writing.
 - To listen to others with due respect and attention.
 - To use respectful language during conversation and to speak on one's turn.
 - To discharge assigned responsibilities, to cooperate with others and to be able to lead others
 - To take active part in meetings, debates, dramas and other activities and to work systematically.
 - To arrange exhibitions.
 - To collect information from different sources, to present it, to use it and to write brief reports.
- 2 While visiting important places of neighbourhood children should be able :
 - To plan tours and excursions.
 - To be courteous and respectful towards others
 - To cooperate and to share things with others
 - To understand the traffic signs and follow the traffic rules.
3. While using maps, charts, graphs and globes children should be able :
 - To identify, read and compare different types of maps
 - To measure the distance between two places on the map.
 - To locate different places on the map.
 - To read directions on the map.
 - To know and understand the meaning of colours and symbols used in maps.
 - To understand the difference between a globe and a map.
 - To read easy and simple charts and graphs.
 - To prepare simple charts and models.

—To arrange in the album pictures, flowers, leaves and newspaper clippings.

(C) Attitudes

1. Respect for people of different religions, communities, languages and occupations.
2. Respect for and pride in the national goals and values.
3. Faith in country's unity
4. Respect for national symbols.
5. Accepting small responsibilities for the sake of the country.
6. Keen desire to preserve country's independence.
7. Willingness to share responsibility to preserve personal or government property and the natural resources of the country.
8. Respect for law and government
9. Respect for teachers and elders.
10. Sympathy for the poor and the helpless
11. Faith in international understanding and cooperation
12. Appreciation of natural beauty.
13. Awareness towards change.
14. Self-reliance.

Pupils of the Primary School

The age of primary school children ranges from 5/6 to 11/12 years. Before the children are admitted to the school, they have already gained a lot of experiences in the home and neighbourhood. These experiences determine their behaviour in the school. All pupils appear to differ from one another. Some are tall while others are small; some are shy and some are naughty; some are quiet and withdrawn while others are aggressive and quarrelsome. Each one of them has his own distinct personality. Inspite of these differences all pupil's have certain characteristics in common. They are of about the same age. Their socio-economic background, their environment in the home and neighbourhood are also about the same. School provides them even more opportunities to live together and come in closer contact with one another.

Generally the children between the age of five to twelve years grow very rapidly. However, the pattern of growth is not strictly uniform for all. Some children grow faster than others. Even then some characteristics are generally common to all children of this age group. A successful teacher will try to understand his children in the light of these characteristics. Knowledge of these characteristics will facilitate teacher's work and will also help him in achieving the set goals. Some of the important characteristics of the children are as follows :

1. Children of this age are by nature curious. Their urge to know is almost insatiable. This makes them keep on questioning about everything they see.
2. They always like to remain busy with something or the other. Even their minds are seldom at rest. They also like to imitate their elders. Their curiosity and restlessness often cause them to damage things within their reach. They break them open to know all about them.
3. In the beginning their attention just flits from one thing to another. This, however, improves as they reach class III or IV, when they are able to concentrate on one thing longer.
4. They possess very strong imagination which can easily transport them to the world of imagination. That is why they are fond of fairy tales. They do not pause to inquire whether such a thing ever existed or happened. Only when they grow older, they start asking if the story is true.
5. Most children are self-centred when they come out of home for the first time. They are not able to play with others and are extremely reluctant to part with their things. But this changes within a few days. They begin to make friends, play with them and readily share what they have, with their friends.
6. Their experiences are limited and they are always eager to gain new experiences. They learn not so much through words as by seeing, listening, smelling and touching.
7. They love to collect things. They store in their pockets what adults throw away as useless lumber. A seven or eight year old child has his pockets full of such materials.
8. They are not self-conscious. They will speak in everybody's presence. They will walk on their hands, utter animal cries, sing and dance. They do not feel shy about doing things like dusting and cleaning. No work is below their dignity.

9. They abound in energy and like to be active. Sitting quietly is a torture for them unless they are very much absorbed in something.
10. Their ambition now is to do well in the eyes of the elders and they attach great importance to praise or blame from them.
11. They want also to be cherished. They want appreciation for the smallest thing they do. They feel happy when asked to do a thing or to shoulder some responsibility. They feel depressed if stopped from doing a thing. But as they grow, they learn to appreciate control, restraint and orderliness. They also begin to care for the opinion of others and do not like to do things which are disapproved by others. Now they like company and enjoy working, playing and singing in groups.
12. They can make friends with anybody, without caring for high or low status.
13. They have an earnest desire to grow up as rapidly as possible and they are, therefore, even eager to learn new things. They like to behave as adults and do not feel shy of adult responsibilities.
14. 'Here and now' has a great significance for them and all their thinking and reasoning is in the present. They are attracted by the things they can see and touch. Such objects help in their education and growth of experiences.
15. When they enter school, few children are prepared for systematic learning. Their preparation comes slowly and gradually.

This is hardly an exhaustive list of the characteristics of child growth. It includes only those characteristics which are generally found in children. The use and consideration of these characteristics can make the teaching effective. Children get much help in learning through the teaching methods based on these considerations. The teacher should know that each characteristic has its own importance in the field of education.

Some General Suggestions for the Teaching of Social Studies

The school provides the right type of environment and opportunities to learn. When does a child learn? A child cannot learn merely by telling. He can at

best, memorise and repeat when asked. This does not bring about any change in his behaviour. A child readily learns when he himself is actively involved in the learning activity. For this, you may keep two things in mind. Firstly, the learning activity should be interesting and meaningful for the child. Secondly, such an environment should be created that it is conducive to successful completion of the activity and provides ample scope and opportunities for the children to acquire and practise the expected skills and habits. This will help you in achieving the expected goals. Thus your main job is to provide the right type of environment and make the teaching interesting and meaningful for the child. In this regard the following suggestions may be considered :

1. Child's growth and development take place primarily through his own experience and participation in activities. The first hand experiences of the child gained through his senses—seeing, hearing and touching—form the basis for all new knowledge. Therefore, as a rule, while teaching about new things, relationship should be established with child's previous experiences.
2. Teaching of Social Studies is very intimately related to the teaching of other subjects in the school. Its relationship with language is obvious. The child thinks, understands, speaks and writes with the help of language. Therefore you should try to develop in the child, language skills from the very beginning. You should always make it a point to speak correct language before the students and see that they also use correct language. Whenever there is an opportunity for the application of arithmetic, utilize it fully by encouraging Children to think and apply their knowledge of arithmetic. There is a very close relationship between Science and Social Studies. While teaching about the environment you can take help from Science at every step. Paper work and clay modelling have great importance for the teaching of Social Studies. Hence you can easily correlate Social Studies with handwork and craft.
3. Stories are generally taught in every class. While telling stories, your language should be forceful. Whenever need be it should be accompanied by actions. The children will learn much from the way you speak. If conversation is involved in the story, you may use direct speech. For example, do not say : The boy asked the teacher to give his book to him. Instead, say . The boy said to the teacher, "Sir, please, give me your book". Actions should be relevant and appropriate,

4. There may be some talented students in your class. Their needs are different from others. They learn fast and can learn much more. They are more eager than others. You should give due consideration to their needs and encourage them to know more. Similarly you have to give due consideration to the needs of the slow learners.
5. The teacher holds an important place in the life of the children. His conduct influences them very much. They always try to follow his example. Therefore through his day-to-day conduct the teacher should set a good example before the children so that they pick up desirable behaviour. Besides you should take care that the children are not adversely affected by outside influences. For example, they may not learn undesirable attitudes and behaviour like treating a section of the community as untouchables.
6. The curriculum for each class includes the knowledge of some basic concepts and understandings which form the basis for further expansion of knowledge in later stages. Inadequate mastery of these concepts, at any stage, makes it difficult for the child to learn further. Therefore, it is very necessary that these concepts are properly fixed in the mind of the child through adequate drill and practice.
7. Your textbook is profusely illustrated with pictures and photographs. These are not meant merely for decoration; they are an integral part of the textbook. They make the textbook interesting as well as create curiosity in the children. Help the children to learn to use the illustrations. Let them draw comparisons among different pictures, maps, etc. Utilize the illustrations to explain and concretise difficult and abstract ideas.
8. Exercises and activities suggested in the textbook are important for effective teaching. They not only help in evaluating the achievements of the children but also help in systematising and consolidating their knowledge. Besides the activities suggested in the textbook you may think of other similar activities.

Some Suggested Activities for Children

Activities play an important part in the process of learning. They stimulate children's interest in the subject and thus help in strengthening the foundations of

learning. For the effective teaching of Social Studies also you must make full use of activities. The textbook and this manual suggest several activities for children. While organising these activities you may keep in mind the following suggestions and make necessary changes as and when needed.

1. Planning of work for the whole year

In the beginning of the school year a systematic plan of work should be prepared for the whole year. It is also desirable to make a rough estimate of the time required for each Teaching Unit. While actually implementing the plan of work, the difference, if any, between the time estimated and the time actually taken to teach the different units may be noted for future guidance and planning. Once you have planned the work for the whole year, you need not feel that the Plan is not flexible. You can always modify it if need be. However modifications in the Plan should be made only after very careful thought and deliberations. Modification of the Plan of work does not present much problem in the primary schools where a single teacher teaches all the subjects to a class. In the case of schools where two or more teachers teach a class, the involvement of all of them is necessary in preparing the Plan as well as modifying it.

Children love to work in small groups. Therefore, you should divide your class into small groups. To organise the work effectively and to ensure good discipline it is necessary to involve the children in the planning of group activities. Children get bored if they engage in the same type of activity for long. For example, they neither relish sitting quietly and doing a job for the whole day, nor do they love to spend all their time playing about. You must provide a varied programme of activities for the children based on their interests.

2. Collection of things, preparation of albums and maintenance of records

Children, by nature, love to collect things. You should encourage children in this direction. All sorts of things interest them. They collect all such things as pieces of paper, empty match-boxes, postage stamps, bus and rail tickets, flowers, plants, leaves, coloured stones, pictures, etc. Their collections should not be treated as trash. All these things can be an important source of new knowledge for the children. For example, a child collects old post cards. These can be helpful in teaching how to read post office stamps, addresses and the like. The stamps affixed on the post cards have some meaning and a history. Help the children to develop the habit of maintaining albums for preserving their collections in a systematic way. Children can have albums for pictures, stamps, flowers, leaves or

old coins depending upon their interest. It is necessary to take care that the habit of collection may not lead to the habit of stealing. Scrap books provide another potential source of learning. Children find it interesting to paste the cuttings of pictures, maps, news items and advertisements related to different subjects from newspapers and magazines. It helps them to learn how to keep record of information like sunrise, sunset, weather, rainfall, floods, famine, election, fairs, festivals, etc.

3. Social Studies corner, wall magazine and exhibition

In primary schools, it is generally difficult to provide a separate room for each subject. You may, therefore, utilize one corner of your classroom as 'the Social Studies Corner'. Pictures, maps, charts, models and albums made by children may be kept here. The responsibility for cleaning and maintaining this corner must be entrusted to the children. The Social Studies Corner will also serve the purpose of the class exhibition.

Selected materials from the Social Studies Corner may be displayed on the 'Wall-Magazine'. The Wall-Magazine is a special display board put up at a prominent place in the school. Materials related to all topics prepared by the children of different classes are displayed on the Wall Magazine. It is desirable to keep on changing the materials displayed on the Wall Magazine. Some of the essays, articles, poems, tit-bits, etc., written or collected by the children may be picked up from the Social Studies Corner for inclusion in the school magazine.

It is a common practice that schools celebrate some important days every year. Such occasions should be utilized for exhibiting the materials prepared by the children. The exhibition should be arranged in a big hall and the exhibits should represent the materials prepared by the children of all classes. It would be desirable to involve the children in arranging the exhibition. To provide incentives a few individual and team awards should be instituted. The parents should be specially invited to see the exhibition.

4. Use of pictures, maps, charts, models, etc.

Children love to manipulate things with hands. They are also equally interested in making as well as collecting pictures. Therefore, they may be encouraged to make some pictures, charts, and models related to the subject. Sometimes all the children of a class may be involved in a single project like making of a large size map on the ground, or the model of a colony, a modern village, a school, the Bhakra Dam or Qutub Minar. Simple and easily available materials like

paper, clay, and stones should be used for this purpose. The models are meaningful for children because they can touch, break and remake them. They also help the children to comprehend new and difficult concepts. Small models may be kept in the Social Studies Corner. For ground maps and big models, it would be desirable to select a place in the school compound where these can be preserved for a long time.

In class V children will learn to study and use the globe. If your school does not have an actual globe, you may ask the children to make one. You may use papier mache or clay for this purpose. Globe will help you to explain land forms and other related concepts.

5 Dialogue, dramatization and other cultural programmes

Dramatization has an important place in the teaching-learning process. It provides an opportunity for the children to actually live through the events of the drama. The events of the past become alive for them.

Children take interest in activities like dialogue, recitation, folk dances, folk songs, fancy dress shows, group songs, one-act plays and mono-acting. You may profitably use such activities for the teaching of Social Studies.

For the children even a simple dialogue sometimes serves as a drama. Participation in a play based on an event of history or some contemporary problem is still more meaningful for them. Dramatization may, therefore, be employed with advantage, as an effective method of teaching Social Studies. Not only active role playing but listening and watching also help children in learning.

Schools generally celebrate occasions like the annual day, independence day, republic day, children's day, teacher's day, Gandhi jayanti, U.N.O. day, human rights day, van mahotsav week, and cleanliness week. Such occasions form an important part of the Social Studies curriculum. Through preparation for and participation in such programmes, children are encouraged to read and learn more about the occasions to be celebrated. They may be asked to write essays, prepare speeches, or recite relevant poems. These occasions can also be utilized to reinforce such practices and behaviours as the correct hoisting of the Flag, correct posture while singing the National Anthem and displaying a sense of responsibility in making the arrangements for the occasion.

6. Morning assembly and bal sabha

Morning assembly is a regular feature of the school programme. All the teachers and pupils take part in it. This programme should be utilized for promot-

ing orderly and disciplined behaviour among the children. It should be insisted that the children walk in line while going to and returning from the Assembly. During the assembly session, too, practice of orderly behaviour should be a normal feature. Checking of personal cleanliness of the children, singing of National Anthem, making a small speech, announcing the news and hoisting the flag on some special occasions should form a part of the programme of the morning assembly. Closely connected as they are with the Social Studies Curriculum, such activities should be duly emphasized.

Similarly many useful things related to Social Studies can be taught through Bal Sabha. Earmark some time for class Bal Sabha once a week. Bal Sabha for the whole school should be organised at least once a month. Maximum number of children should be given chance to participate in Bal Sabha. Suitable responsibilities should be entrusted to them in this regard. Thus the children will learn how to take part in meetings and will gain confidence in undertaking responsibility. Dialogues, dramas, stories, action songs, poems, etc., related to your subject should first be presented in the class Bal Sabha. Some selected items can be presented in the school Bal Sabha. Sometimes, competitions may also be held and prizes be given to children.

Remember Bal Sabha is essentially children's Sabha. Your role is to help the children with necessary guidance and suggestions. The responsibilities should be carried out by the children themselves. They should be encouraged to discharge their duties independently. They should elect the president, secretary, and other office bearers under your supervision and guidance. The secretary should keep a record of the proceedings of the meetings and the president should be responsible for conducting the meetings. Office-bearers should be elected from among the students of all the classes. Assignments involving greater responsibility should be given to students of senior classes and in turn they should train students of junior classes.

7. Study of the neighbourhood and excursions

Study of the neighbourhood is an important part of the programme of teaching Social Studies. It involves visits or trips to the places of interests. The purpose of such visits is not just entertainment but helping the children to gain new knowledge and first-hand experience. Visits to local places of historical, geographical and educational interest such as forests, rivers, lakes, parks, towns, villages, railway station, air-port, office, factory, exhibition, fair, zoo, and museum can be planned keeping in mind the requirements of a particular class. These

visits will also provide the children opportunities to meet people from different walks of life. It is desirable to make the necessary preparations for the trip in order to derive the maximum benefit. Children should be involved in planning the visits. The following points may be helpful in the effective planning of a trip.

- Define clearly the objectives of the proposed visit.
- Discuss the details of the visits with the children.
- Give necessary instructions to the children to bring with them pencils, notebooks and eatables.
- Let all the children be actively involved in planning and carrying out the programme. Questions like the following may be discussed and decided well in advance. Which places are to be visited? What means of transport will be employed? What will be the time of departure? What specific assignment will be entrusted to each child? What information will be sought and from whom? How is the information to be recorded?
- Acquaint yourself with the place of the proposed visit before hand. If it is proposed to visit an institution or meet an individual, it may be necessary to confirm the date and time in advance.
- Arrange for a bus if you are going to visit a distant place. To a place near by, children can go walking.
- Form small groups and assign specific responsibilities to them. Each group should have a group leader who is responsible for giving the necessary instructions to the members of his group.
- Take all possible measures to ensure the safety of the children. If it is a large group, it would be desirable to seek help from other teachers. If need be, you may also take help from the parents and guardians.
- Observe the children's behaviour to see that they are courteous and respectful, they follow the rules of the road and they do not damage private or public property.
- After the visit, as a follow-up activity, it is necessary to take stock of the experiences gained by the children. A detailed discussion based on the visit may be held in the class. The important experiences of the children during the course of the visit may be listed on the black board. The children may be encouraged to write in their notebooks, a detailed account of the visit. They may also be helped to take up some follow-up activities like making pictures, models, charts, collecting related information and materials.
- Fix up time and date in advance if a resource person is to be invited to

meet your class — Never forget to inform the children about the topic to be discussed and the person invited. Children themselves should be made responsible for receiving and thanking the visitor.

8. Radio, television programmes and film shows

Radio, television and film are among the important media of education. Most of the children listen to radio at home or in the neighbourhood. In some big cities there are television sets in many of the schools. Many programmes related to social studies are relayed on radio and television. Take advantage of these whenever you get a chance. Advise the children to listen to radio programmes and view the television on occasions like—the Independence day, the children's day and the Republic Day.

Films can be a very effective medium of explaining certain concepts. Films related to different subjects may be procured from the Head, Department of Teaching Aids, NCERT, Indraprastha Estate, New Delhi. This department arranges to send the related films to the schools for short durations. For films related to other countries their respective embassies in New Delhi may be approached.

Before the children listen to the radio, view the television or a film it is desirable to prepare them by giving the necessary background information. After the programme, hold a brief discussion to clarify the questions raised by the children.

9. Story-telling

Story-telling is an art. Children of primary schools enjoy stories. It is, therefore, desirable that the teachers learn the art of telling stories in a forceful and effective manner.

There are several methods of story-telling. For example, a story can be developed through questions and answers. A story can also be told through the medium of pictures. A good story teller uses simple but forceful language. He dramatizes the events of the story through adoption of suitable actions and variations in voice for depicting emotions correctly. It helps in sustaining the interest of the listeners and they do not feel bored.

Children may also be encouraged to tell stories in the class. They will try to imitate you in this respect. Let them learn to tell stories through appropriate actions — dancing, singing, crying, laughing.

It is a good practice to tell a long story in instalments and for several days in the class rather than trying to finish it in a single period. Preaching or giving generalizations should be avoided as far as possible. Let the children read stories without any prejudice and form their own judgements. Let the children dramatise some stories or events.

Evaluation

The teacher employs a variety of teaching techniques, aids and activities to accomplish the set goals which may generally be described in terms of understandings, skills, attitudes, appreciations and other desirable behaviour patterns to be acquired by the children. He is keenly interested in the appraisal of the attainments of the children on the one hand, and the teaching strategy employed by him on the other hand, with a view to bringing about improvements in the total teaching-learning situation. Such an appraisal may be termed 'evaluation'. Evaluation, in this sense, is an integral part of the teaching-learning process. The purpose of evaluation is to utilize the findings of appraisal or assessment for further improvement of teaching-learning. You know from your experience of day-to-day teaching that in some situations a teaching activity can be used for purposes of evaluation and vice-versa. Sometimes, one and the same activity may serve the purpose of teaching as well as evaluation. For example, you organise a game of "Road Crossing" to teach the rules of the road. This activity helps not only to teach and practise the rules of the road, but also to assess as to how far they have learnt the rules.

Asking questions in the classroom, giving monthly tests and holding half-yearly and annual examinations is a common practice in the schools. It is a simple and easy method of evaluation. It helps to appraise the knowledge and understandings gained by the children. It may also appraise some of the skills acquired by them. But this is not enough. It is also necessary to appraise the extent to which education has helped to modify the behaviour or conduct of the children. This may not be possible through written or oral examination. For this, you need continuous observation of children's behaviour and you have to provide opportunities for training of emotions and formation of attitudes through their participation in properly planned and suitably contrived situations.

Let the teacher ask himself the following questions in respect of every pupil and note the answers :

- Is he self-reliant or does he depend on others for everything?
- Can he make friends with others easily or does he like to be by himself?
- Does he cooperate with others in the group or pick up quarrels?
- Does he await his turn patiently or does he try to claim everything first?
- Does he observe school rules? Does he do so by way of habit or only in your presence?
- Does he fulfil the assigned responsibilities happily or does he take it as a burden?
- Does he take good care of his as well as other's belongings?
- Does he assume leadership role in the school? If so, how does he behave with his peers? Do they obey him willingly or out of fear?
- Is he shy and timid by nature? Does he hesitate to speak before an audience? Is this hesitation always present or does it occur only on some occasions? What is the reason for this behaviour?
- How does he behave with elders? Does he use respectful language? How does he treat those younger than himself?
- Does he become restless or remain calm while doing a job?
- Does he treat his friends as his equals?
- Does he show respect for the occupations of the parents of his friends?

The answers to the above questions in respect of every pupil will give the teacher an insight into the child's nature. Only after this has been done he can ascertain if any change is being made in the behaviour of the child, and if there is a change what its nature and extent are.

About the Textbooks

The basic theme underlying our Social Studies syllabus for primary classes is '*Our Country and its Unity*'. There is no textbook of Social Studies for children of classes I and II. Instead, a teacher's guide has been developed to help the teachers to teach about home, school and the neighbourhood in classes I and II. In class III children will begin with the detailed study of the State in which they live.

Some good books about the state may be used for this purpose. This will be followed by the study of the Social Studies textbook—*Our Country—India Book I*. If it is difficult to finish the whole of Book I in class III, the remaining portion may be taken up in the beginning of class IV. The main textbook for class IV children is *Our Country—India : Book II*. For Class V the theme of Social Studies Book III is *India and the World*.

Our Country—India : Book I

Having studied about their State for a few months in the beginning of Class III, children will read the book entitled *Our Country—India : Book I*. The main theme running through the book is ‘People of different states and their ways of living’. The book has been divided into two units. Nineteen chapters of Unit I are devoted to the States and Union Territories of India. In brief, each chapter deals with the geographical setting, political boundaries, land forms, climate, vegetation, crops and the industries of the State under reference. The different chapters throw light on the ways of living, dresses, customs, languages, occupations and festivals of the people of different States of the country. Each chapter, as far as possible, attempts to emphasise the unity in diversity in the country. An attempt has also been made to make the lessons simple and interesting. Several different styles of presentation have been adopted for this purpose. For example, a dramatic style of travelogue has been used for some lessons and some have been given in the form of a dialogue or a story. A large number of pictures, maps, etc., have been used in the book. Every possible effort has been made to make the book simple, attractive and interesting for the children. Difficult words and concepts have been explained in the text wherever they appear in the book. That is why no glossary has been appended. Geographical concepts and definitions used in the book have also been explained with the help of pictures and maps in a separate chapter entitled ‘Learn These Things’. To promote the map-reading skills, related concepts have been explained with the help of relevant maps and pictures.

The second unit of the book includes stories of the Ramayana, the Mahabharata and a few other stories from history. These stories will help the children to know about the life of people in ancient times and thus develop some understanding about the past history of our country.

At the end of each chapter some questions and activities have been given under the headings ‘Answer These Questions’ and ‘Things to Do’. The purpose of these questions and activities is not merely evaluation. They are directly related

to the subject matter of the chapters. You will realise that these exercises not only help in achieving the set goals but also extend the scope of the children's study.

At the end of the book some important information relating to the States has been given. You may use it while teaching lessons on States. Children may also be encouraged to use and collect additional information of this type.

It will not be out of place to point out that all the chapters on States may not be taught in class III, though they have been given in the book. You may, according to your own convenience, take up some of the lessons in the beginning of class IV. You can teach chapters in any sequential order you like. However, it is desirable to take up the study of the neighbouring States after completing the study of the State in which the children live.

Introducing the Book in the Class

Our Country—India : Book I is the first book of Social Studies that the children will read in class III. It is natural for the children to be curious to know about the new book. Make use of this curiosity and tell them something about the book so that they know what they should look for in the book. While introducing the book make sure that most of the children have the book. Introductory discussion may centre round topics like the following :

- The title page of the book
- Some important pictures and maps of the book
- Table of contents
- A brief account of the scope of the book.

About the Manual

For successful teaching it is necessary for the teacher to know fully the subject as well as the objectives of teaching. He should also have the requisite knowledge about the level and process of development of the children—physical as well as mental—, their socio-economic background ; their important characteristics and interests. Equally essential for him is the knowledge of the various techniques and methods of teaching and evaluation. These have already been discussed in detail in the preceding pages.

This manual is specifically meant for teachers. It is expected that the manual will provide the necessary guidance and help to the teacher in his day-to-day teaching of Social Studies. All the suggestions in the manual are only suggestive. The teacher must pick and choose from among them according to the local circumstances. He may also think of other ways and methods.

Suggestions in the manual have been offered under the following headings :

(A) For the Unit

1. *Background and Objectives*

A brief introduction of all the chapters of the unit has been given under this heading. At the same time it refers to the children's background knowledge that they have acquired either in the previous class or the units already studied. It also gives what the children are expected to attain through the study of the unit in the form of understandings, skills, attitudes, and habits. It is necessary to emphasise that these objectives (understandings, skills, attitudes) are not meant for children to memorise. These are stated in the manual for the guidance of the teacher.

2. *General Suggestions for Teaching*

The suggestions given under this heading relate to the whole unit. These suggestions are only suggestive and quite general. You may modify them according to your needs and resources. Most of the activities suggested here will continue throughout the teaching of the whole Unit. You may also think of many more activities.

(B) For the Lesson

1. *Background and Objectives*

Under this heading a reference has been made to the children's background in respect of a particular lesson. A few very important objectives related to the lessons are also stated. These objectives are *for you* and *not for children*. Therefore, children should not be asked to memorise them. For example, one of the objectives at one place has been stated as follows : 'Different States of India depend upon one another for their needs'. This is certainly not for children to memorise. It is for you to see whether the objective has been achieved or not ; whether the children have acquired the necessary knowledge and understanding.

2. Teaching Hints

No attempt has been made here to give detailed suggestions for teaching a lesson. Only a few very important and useful points have been mentioned. No suggestion is compulsory. All the suggestions are only suggestive. Depending upon your local circumstances and needs, you may pick and choose or modify them. The suggestions include some activities also. Try to make use of these activities. Take care that as many children of your class are involved in activities as possible. This will determine the success of your teaching. The book contains a large number of pictures and maps. Suggestions for teaching include the use of these aids as well.

3. Additional Activities

Under this heading some interesting activities have been suggested. Children can take up the activities individually or collectively. Some of the activities will suit the intelligent children more while some may be appropriate for dull children. Some of the activities may be taken up by the children in groups and some by the class as a whole. Similar activities have also been suggested in the textbook under the heading 'Things to Do'. You may select some of the activities and leave others.

4. Evaluation

Some suggestions related to evaluation have already been given in the preceding pages. Under this heading, some more activities, questions and suggestions have been included. These will help you to evaluate your children and appraise their changing attitudes, habits, skills and understandings. These will also help you in observing the children and modifying their conduct. It may be re-emphasised here that evaluation is a continuous process and is an integral part of teaching. The purpose of evaluation is not merely to pass or fail the students. The real purpose is to use evaluation as a tool for improving your teaching.

•

Detailed Suggestions for Teaching

•

Learn These Things

Background and Objectives

The textbook contains a number of maps and uses several geographical terms. Children need to acquire the necessary skill and knowledge to read and comprehend these maps and geographical concepts. With this purpose a special chapter entitled 'Learn These Things' has been given in the beginning of the book. This chapter attempts to explain the meaning and definition of the geographical terms used in the textbook. Some suggestions for developing skill in map reading are also given. It is expected that this chapter will help the children to acquire :

1. The knowledge and skills necessary for the study of maps : knowledge of directions on the map, identifying the different boundary lines on map and measuring the distance between the two places on the map.
2. Understanding of the following geographical terms .
Sea, sea-coast, port, bay, peninsula, cape, island, height from sea-level, plain, plateau, hills, mountain, mountain peak, range, valley, pass, glacier, tributary, lake, waterfall and climate.

General Suggestions for Teaching

This chapter, instead of being an independent chapter in the scheme of textbook, helps in the better understanding of other chapters. It will be desirable to take up the study of this chapter before introducing the children to the rest of the book. Such a procedure will help in making the other chapters more meaningful and interesting for the children. It, however, does not imply that

this chapter is meant to be studied only once in the beginning. While studying the rest of the book whenever you find a reference to these terms and concepts you may encourage the children to refer back to these pages. Care need be taken that the children do not merely memorise the definitions of the terms explained in this chapter.

All the technical geographical terms have been explained with the help of pictures and diagrams. Moreover the terms have been explained in the context of the Physical Geography of India. While teaching in the classroom it would be desirable to help the children to relate them to their knowledge of the physical features of India.

Before studying this book children are expected to have studied in detail about their own State. Therefore, it may be quite appropriate to introduce this book through the map of India. Let the children look at the map of India given in the textbook and understand the difference between the International boundary line, the State boundary line and the coastline. Discussion round the following type of questions will help :

- Which country lies to the north-west of India?
- What kind of boundary line has been used to indicate the boundary between India and Pakistan?
- What lies to the south, south-west and south-east of our country?
- In what colour has the sea been shown on the map?
- What kind of a line has been used to indicate coast-line on the map?
- What is the difference between the International boundary line and the State boundary line?

Children know how to draw and measure lines with the help of a foot-rule scale. On the basis of this background knowledge and with the help of Figures 1 and 2, teach the children how to measure straight distance between any two points on the map. As a follow up exercise you may ask them to measure the straight distance between Delhi and Bombay, Delhi and Calcutta, etc.

Through Figure 4 let the children understand the concept of 'the height from sea level' and the difference between the plain, the plateau, the hill and the mountain peak.

Fig 3 will help to explain the Peninsula, island, bay, cape, etc. Let the children find these features on the map of India. With the help of the same picture you may also explain the river, the tributary and the confluence.

If possible, help the children to make a model on the ground showing clearly the Peninsula, island, bay, cape, river, tributary, confluence, etc.

UNIT ONE

Life of Our People

Background and Objectives

In classes 1 and 2, the children have learnt many things about their '*home*', their school, and the neighbourhood. In the first few months in class III they have made a detailed study of the state (in which they live) as a part of India. They know that their State is a part of India, which comprises of a number of small and big states and Union Territories. In the preceding chapter 'Learn These Things' the meanings and the definitions of some geographical terms, concepts and other phenomena have been explained. Now the children will study about the different States and Union Territories of India.

The first unit of this book has nineteen chapters which attempt to portray briefly the life of the people of the different States and Union Territories of India. Different ways of living of people describe their dress, food, language, occupation, social customs, festivals, etc. In addition, a brief account of the geographical situation, boundaries, land forms, climate, rainfall, vegetation, crops, and minerals is also given. Through the study of the chapters in this unit the children are expected to acquire the following :

(A) Understandings

- 1 India is a large country comprising of eighteen States and several Union Territories all of which form its integral part
- 2 Geographical factors such as land forms, climate, natural vegetation and variety of crops have influenced the life of the people, living in different States of our country.

- 3 There are differences in the ways of living (e.g., food, dress, language, etc.) among the people of different States, but their basic needs are the same. They all are Indians.
- 4 States of our country depend upon one another for the fulfilment of their needs.
5. Majority of our countrymen depend on agriculture In order to improve the standard of living of our people, it is essential to adopt modern methods of farming.
- 6 Rapid industrialization is also necessary to raise the standard of living of the people in different States of the country.

(B) Skills

- 1 To know the location of different States in the political map of India.
- 2 To fill up in an outline map of India the names of different States and Union Territories—their capitals and some important towns
3. To identify the four main directions on the map
4. To identify the dress of people of different States of India and to learn their different ways of greeting.
- 5 To participate in plays, dialogues, speeches, recitations, etc., based on the lessons in the textbook. The habit of observing and listening carefully.
6. To compare and contrast the life of people in two or more States of the country.
- 7 To collect information and materials related to the text.
8. To plan and organise a visit and maintain brief records.

(C) Attitudes

1. A feeling of respect, love, toleration and brotherhood for the people of different States and their different religions, languages, occupations, etc.
2. Despite differences in the ways of living of the people of different States, a feeling of national unity and love for the country.

General Suggestions for Teaching

This unit presents a brief description of the life of people in different States and Union Territories of India. It is presumed that children have already studied about the life of the people in the State in which they live. Before they take up

the study of the rest of the States, it is worthwhile to consider the question as to what sequential order should be followed while teaching the chapters relating to different States in the class. Several different ways are possible. Two of the possible approaches are suggested below :

1. Follow the order in which the different chapters have been arranged in the textbook itself.
2. Start with the chapter on the State (in which the pupils live) as a recapitulation exercise to be followed by the study of the chapters, relating to the neighbouring States, and then other States.

It may be made clear at the outset that this manual discusses the different chapters strictly according to the plan of the textbook. You are, however, quite free to adopt any other sequence best suited to the specific needs and requirements of your pupils. It will be a good strategy to present a very brief account of this unit while giving the first introduction of the textbook in the class. You can easily build up your introductory lesson on the previous knowledge your pupils have had about their own State. By showing a big wall map of India in the classroom, questions like the following may be asked :

1. Locate your State in the map of India.
2. Name the neighbouring States.
3. How many States and Union Territories are there in India? Can you read their names from the map?

The various geographical terms and phenomena defined and explained in the chapter 'Learn These Things', occur frequently throughout the chapters of this unit. You may therefore refer back to this chapter time and again for better comprehension and speedy communication.

You will have little difficulty in initiating this unit if your school happens to be located in a place which bears a tinge of cosmopolitan life, or if your school draws its population from the people of different states, languages, religions, and customs. In that case, you can capitalize on the first-hand experiences of your pupils for building up and developing further the introductory part of this unit.

An exhibition comprising mostly of the pictures depicting the life of people in different States of India will also serve as a useful device to initiate this unit. Pictures of typical dresses, houses, fairs, festivals and occupations of people of different States may stimulate the young pupils to know more about them.

In order to teach all the chapters of this unit in an interesting manner, you can plan a special project spread over the whole year. Divide your class into groups and entrust each group with the task of collecting relevant information and making

of related pictures, maps, models, etc., about the States assigned to each group. The children will feel much rewarded and encouraged if the materials thus prepared and procured are displayed in an exhibition at the close of the year.

You will notice, that throughout the textbook the terms, 'States' and 'Union Territory', have been used. An explanation of the meaning of these terms has been deliberately avoided as the children of class III are too young to understand the exact connotation of these terms. It will be enough if the children are able to identify in the map of India, the names of the different States and Union Territories. Hence, it would be desirable that, while teaching this subject, we do not try to bring in the technical difference between a State and a Union Territory. The meaning of these terms may be introduced at a later stage when the children have acquired the requisite maturity.

1. *Jammu & Kashmir*

Background and Objectives

With the introduction of this unit children have broadly studied the political map of India. They know, that besides their own State, there are several other States in India. The location, land forms and climate of these States are different from one another. With this background of the children, this lesson aims at providing the pupils with the information about the location, climate, crops and life of the people of Jammu and Kashmir. Through the study of this lesson, the children are expected to gain the following :

Understandings

1. Jammu and Kashmir State is located in the north-western part of the Himalayas.
2. The valley of Kashmir is known all over the world for its scenic beauty.
3. Tourists from all over the world come to visit this beautiful valley.
4. Jammu and Kashmir State has a strategic position from the political point of view.
5. The men and women of Kashmir wear loose clothes.
6. The snow-capped mountains have influenced the way people live here.

7. The people of Kashmir are very good at cottage industries.
8. The Hindus and the Muslims of Jammu and Kashmir celebrate some common festivals and they also have some common places of worship.

Teaching Hints

A number of news items about Jammu and Kashmir frequently appear in the newspapers. If some important news has appeared at a time when you are to begin this lesson, it may be utilized to initiate the lesson.

Let the children study and understand the location of Jammu and Kashmir State and the Kashmir valley on the map. Ask the children to locate this State in the political as well as physical map of India. Let them see for themselves that this border State is surrounded by three countries and that it is located in the Himalayas.

The lesson has been written in the form of an imaginary trip to Jammu and Kashmir State. You can help the children to learn to use the railway time table and now the railway route from their place of residence to Jammu and Kashmir. They should be asked to prepare a list of the names of important cities on the route. The climate of Jammu and Kashmir is cold and it is necessary for the tourists to carry woollens with them. A brief description about the preparation to go to Jammu and Kashmir will give you a good opportunity to compare the climate of your State with that of Jammu and Kashmir.

Taking advantage of the travelogue style adopted for this lesson, you may read the lesson yourself with such intonation and expression that the children feel as if they were actually going with you to Jammu and Kashmir. The pictures in the book will help you to make the description of the journey more vivid and realistic. If there are some children of Jammu in your class, they may be requested to speak Dogri language when the imaginary trip takes them to Jammu.

Children may be familiar with the roads of the plains or the hilly regions. Let them compare and understand the difference between the plain-roads and hill-roads. While giving a description of the route to Srinagar there is a reference to Banihal pass. To clarify the concept of a pass you may refer to Figure 5 on page 4 of the textbook.

Let the children see and talk about the pictures of Houseboat and Shikara given in the textbook. Make sure that they understand their utility.

Children have known about the location, land form, climate, etc., of Jammu and Kashmir. Let them understand the relationship between these physical features and the life of people. If there happens to be in your class a child from

Jammu and Kashmir, he/she may be requested to describe the life of people in Jammu and Kashmir. Or, you may discuss about the dress and ornament of the people with the help of the pictures used in the book. From their knowledge of the land, climate and crops, let the children infer about the dress and food of the people of Jammu and Kashmir. They may also be encouraged to compare the dress and food of the people of Kashmir with their own food and dress.

Kashmiris are very good at handicrafts. Let the children understand that these people prepare beautiful handicraft goods when they are confined to their homes due to heavy snow outside.

While acquainting the children with festivals draw their attention to the fact that there are some common festivals of Hindus and Muslims and that they also have some common places of worship.

Children have read that three countries from borders with Jammu and Kashmir. Tell them briefly about India's relations with these neighbouring countries. Also tell them that Pakistan and China have illegally occupied some parts of this State of our country. Emphasize the understanding that Jammu and Kashmir State is an integral part of India and that it is the moral obligation of all of us to protect it.

Additional Activities

1. Ask the children to make a ground model of Jammu and Kashmir State showing mountains, rivers, lakes, important cities and the road from Jammu to Kashmir.
2. Let the children make a plan to visit Kashmir. They should be asked to prepare lists of (a) important things they must take with them, (b) important historical, religious and other places, they would like to see during their trip.
3. Ask the children to make a cardboard model of a *Houseboat*.
4. Ask the children to collect and paste in their albums the pictures of dresses, ornaments, etc., of the people of Kashmir.

Evaluation

In addition to the questions given at the end of the lesson, you may put the following questions :

1. How has the Jawahar Tunnel helped in making the Kashmir valley accessible all the year round?

2. With the help of brief questions, try to find out if the children have understood the following :
 - What is the difference between a Tunnel and a Pass?
 - How is saffron used in Kashmir homes?
 - How is the life of the people of Kashmir influenced by the snowfall in winter?
 - Why do the Jawahar Tunnel remain open inspite of snowfall in winter?
 - Why do the people of Kashmir wear loose clothes?
3. What are the main occupations of the people of Kashmir?
4. Why do the people of Kashmir dry and preserve vegetables in summer?
5. Make a list of the things Jammu and Kashmir sends to other States.

2. Himachal Pradesh

Background and Objectives

The children know the names and location of the different States and Union Territories of India on the map. They have studied many things about the life of the people of Jammu and Kashmir State. Now they will read about the life of the people of Himachal Pradesh. Through the study of this lesson the children will gain the following understandings :

1. Himachal Pradesh is a State of our country.
2. Situated in the Himalayan ranges, Himachal Pradesh is a beautiful State.
3. Himachal Pradesh depends on its neighbouring States for many things.
4. The life of the people of Himachal Pradesh is influenced by the climate of the State.

Teaching Hints

This lesson has been woven round the story of an eight-year old Himachal village boy, Rana, who is about the age of class III children. It will be interesting for the children to know about Rana's village, his State and his day-to-day life. They will like to read and listen to this story.

Ask your pupils to read this story at home. Afterwards, you take up the formal teaching of the story in the class. The children are supposed to well-conversant with the life of the people in their own State. While teaching this lesson it will, therefore, be advisable to let the children, compare Rana's life with their own life. Side by side, encourage the children to talk about pictures given in the chapter. The children will thus know more about the houses, dresses and folk-dances of Himachal Pradesh. Let the children themselves think out the answer to the question—why Rana's school closes for long vacation in winters?

Additional Activities

- 1 To collect and paste in the album the pictures of folk-dances, fairs, festivals and interesting places of Himachal Pradesh.
- 2 To describe in simple words the story of an imaginary trip to Rana's village
- 3 To compare the life of people in your State with that of people in Himachal Pradesh.
4. To make a cardboard model of a typical house in Himachal Pradesh.

Evaluation

After teaching this lesson, ask the children :

- To make a list of fruits and vegetables grown in Himachal Pradesh
- To make a list of the main occupations of the people of Himachal Pradesh
- To make a list of the names of all the Himachal Valleys from big map of Himachal Pradesh
- To compare the dress, ornaments, folk dances, etc., of the people of Himachal Pradesh with those of their own State.

Let the children do the questions given at the end of the lesson

3. Punjab

Background and Objectives

Children have studied about the life of people in Jammu and Kashmir and imachal Pradesh. Now they will read about the life, crops, industries, etc., of the

people of the neighbouring State of Punjab. Through the study of this lesson, children will gain the following understandings

1. Situated in the North West, Punjab is an important border State of India.
2. Like other States, Punjab is an integral part of our country.
3. Punjab depends for many things upon its neighbouring States.
4. The main occupation of the people of Punjab is agriculture, but now-a-days many people work in industries too.

Teaching Hints

In order to explain to the children the boundaries of Punjab before its partition in 1947, you should use a big map of India and Pakistan. You must also explain to the children, how this State came to be known as 'Punjab'.

In 1966, Punjab was again divided to form the two States of Punjab and Haryana. Point out the strategic position of the present Punjab State. With the help of the map, let the children find out as to which rivers flowed (a) in the undivided Punjab, (b) in the present Punjab.

The picture of Bhangra dance in the book can be utilised to talk about the folk dances. A comparison of the folk dances and festivals of Punjab with those of the people of their own State will not be out of place. It is important for the children to understand why agriculture is important for the people of Punjab.

Also throw light on the changing way of life of the people of Punjab. Let the children compare the modern methods of farming; irrigation through canals and tubewells; and newly set-up industries of Punjab with those in their own State.

Children should also be given some information about Chandigarh, a Union Territory and the common capital of Haryana and Punjab.

Additional Activities

1. To collect the pictures of places of historical and national importance in Punjab.
2. To learn and participate in the 'Bhangra' dance.
3. To make a model of the Bhakra Dam on the ground. This should be a joint class activity.

Evaluation

In addition to the questions given at the end of the lesson, let your pupils do the following evaluation activities :

- To make a list of industrial and religious places of Punjab with the help of the map.

- To write a small essay on ‘Chandigarh’.
- To make two separate lists of the chief crops and main occupations of the people of Punjab.

4. Haryana

Background and Objectives

Haryana is the neighbouring State of Punjab and makes a long common boundary with it. A few years ago, Haryana and Punjab were the parts of the same State known as Punjab. Therefore, these two States have a close relationship with each other. This lesson attempts to describe briefly the life of the people, crops, industries, etc., of Haryana. Through the study of this lesson children will gain the following understandings:

1. Haryana, the neighbouring State of Himachal Pradesh and Punjab, is a part of our country, India.
2. The life of people in Haryana is more or less similar to that of the people of Punjab.
3. Haryana and its neighbouring States depend on one another for many of their needs.
4. People of many religions, and languages live together in Haryana.
5. The main occupation of the people of Haryana is agriculture.
6. The State is being rapidly industrialised and many people now-a-days work in factories.

Teaching Hints

The pupils have already learnt to find directions on the map. Let them use this skill in this lesson by finding directions on the map of Haryana. The children can read the names of the neighbouring States of Haryana on the map. Please ask your students such question as :

- Which State lies to the west of Haryana?
- Which State lies to the east of Haryana?
- Which States lie to the south of Haryana?
- In which direction does Himachal Pradesh lie with respect to Haryana?

The children will thus learn to read the map. Their skill in finding directions on the map, will be reinforced. In addition, they will come to know the names and position of a few other States of India.

The food, dresses, languages, customs, festivals and occupations of the people of Punjab and Haryana are more or less similar to each other and you will have little difficulty in teaching these things. You can teach them according to the suggestions given in lesson No. 3.

Following points may, however, be emphasized :

1. The Bhakra Dam—its utility for Haryana through Canals and supply of electricity.
2. The improved ways of farming, use of tube-wells for irrigation, electric supply, the cattle wealth of Haryana.
3. Developing industries and industrial centres of the State.
4. Close relationship between Punjab and Haryana.
5. Chandigarh, the common capital of Punjab and Haryana.

Ask your pupils some questions about the pictures in the lesson. Get some more pictures of Bhakra Dam and Chandigarh and show them to your students.

A comparative study of Himachal Pradesh, Punjab and Haryana will be desirable at this stage. Let this be made very clear to your pupils that all these States are integral parts of India. All people living in these States are Indians.

Additional Activities

1. To collect pictures depicting the life of the people of Haryana.
2. To learn a few folk songs of Haryana and recite them in a group on some occasion in the school

Evaluation

By now, your pupils have studied in detail about the State they live in, and about a few other States. In addition to the questions given at the end of the lesson, let the children prepare a comparative chart according to the outline suggested on the next page. You will get the necessary data for the students and help them fill up this chart. When the chart is ready, it will be logical to end the activity with a group discussion.

<i>Serial No.</i>	<i>Related Information</i>	<i>Jammu & Kashmir</i>	<i>Himachal Pradesh</i>	<i>Punjab</i>	<i>Haryana</i>
1.	Area				
2.	Population				
3.	Land form				
4.	Rivers				
5.	Main Crops				
6.	Main Industries				
7.	Capital				
8.	Important towns, historical places, etc.				
9.	Main occupations				
10.	Language				
11.	Folk songs				

5. *Rajasthan*

Background and Objectives

Like Jammu and Kashmir and Punjab, Rajasthan too is an important border State of India. The children have already studied about two of its neighbouring States—Punjab and Haryana. Now they will learn about the life of the people of Rajasthan. Through the study of this lesson the children will gain the following understandings :

1. Situated in the west, Rajasthan is an important border State of India.
2. The life of the people of Rajasthan is influenced by the climate and desert land of the State.
3. Rajasthan and its neighbouring States depend upon one another for many of their needs.

Teaching Hints

In the textbook, this lesson has been introduced with a brief description of Jaipur, 'the pink city' of India and State capital of Rajasthan. You may also introduce this lesson in your class in the same manner.

Rajasthan State is known for its historical places, monuments, forts and temples. Try to get a few pictures of some interesting places and buildings in Rajasthan and initiate a talk about the same in the class. Also, show the location of these places on the map. While explaining about the climate and rainfall of the State, the children will find it interesting to know about the life of people living in the desert region of Rajasthan. Do not forget to discuss the picture of wandering blacksmiths given in the lesson.

Please tell the children about the changing life of the people of the desert area of Rajasthan due to the canals and other irrigation facilities being provided there. Let there be a discussion in the class on the main occupations and important festivals of the people of Rajasthan.

Additional Activities

1. To collect and paste in the album the pictures of important historical places and monuments of Rajasthan.
2. To write a short essay on the life of the nomads of Rajasthan.
3. To read from Rajasthan history some stories of Rajput chivalry.

Evaluation

On the basis of the minerals and natural vegetation of Rajasthan, ask the children questions about the occupation of the people.

Let the children learn to fill up in the map all the important historical and religious places of the State. A comparison between the life of the people of Jammu and Kashmir and those of Rajasthan would be interesting.

6. Gujarat

Background and Objectives

Like Rajasthan, Gujarat is also an important border State of our country. This State lies along the Arabian Sea. The content of this lesson includes the study

of the geographical location, political boundaries, climate, crops, etc., of Gujarat State. Through the study of this lesson children will gain the following understandings :

1. Situated in the western part of India and lying along the Arabian Sea, Gujarat is an important border State of India.
2. Gujarat is an important centre of cotton industry.
3. The people of Gujarat take keen interest in trade and industries.
4. Gujarat depends on its neighbouring States for many things.

Teaching Hints

To explain the location and political importance of this State, you should make full use of the map provided in the book. Let the children trace the political boundaries of this State on the map. Let them also know the common boundary between Gujarat and Pakistan.

This lesson has been woven round the imaginary story of a young girl, Radha Patel. Through the medium of this interesting story, you can explain to your pupils the land forms, climate and rainfall of the State. On the basis of this information let the children draw inferences about the crops of Gujarat.

With the help of questions, discuss the utility of the crops for the various industries of Gujarat. Let the children locate the important industrial towns of the State on the map.

The children participate in their local festivals. Utilise their personal experiences while teaching about the festivals and folk dances of Gujarat State.

Locate Porbander, the birth place of Mahatama Gandhi, on the map and discuss Gandhiji's life in brief at this point. Also locate on the map of all the industrial as well as other important towns mentioned in the text.

It will be interesting to make a comparison between Radha's life and their own life. Let the children lead and dominate the discussion.

Additional Activities

1. To read the story of Somnath temple from some book from the library.
2. To make on the ground a model of Gujarat State and its natural divisions
3. To read Gandhiji's biography from some library book
4. To make a list of all the sea ports and industrial towns of Gujarat.

Evaluation

In addition to questions given at the end of the lesson, let your pupils do the following activities which can serve as evaluation exercises :

1. Make a list of the crops of Gujarat State.
2. Make a list of important industries of Gujarat. Also write what materials these industries need and how they get these materials.
3. Imagine yourself as a child living in Gujarat State and write a short essay about your life.

7. Madhya Pradesh

Background and Objectives

The children have already read about Rajasthan and Gujarat, the two neighbouring States of Madhya Pradesh. Now, they will read about the location, physical divisions, climate, crops and life of the people of Madhya Pradesh. Through the study of this lesson children will gain the following understandings :

1. Madhya Pradesh is the largest of all the States of India.
2. There is variety of crops and patterns of life due to the differences in climate and land forms.
3. This State has many industries which are fed by forest products
4. Several minerals are found in this State.
5. There are several important historical places and monuments in Madhya Pradesh.
6. Madhya Pradesh has a close relationship with its neighbouring States.

Teaching Hints

Please make use of the map provided in the book, to describe the location of this State. Let the pupils also know the location of Madhya Pradesh in the map of India and make a list of its adjoining States. They may also note on the map that this State is bigger in size than any other State of India.

Let the children read from the map the names of hills and rivers of Madhya Pradesh. Explain the different land forms, climate and main crops of the State. Also point out on the map the regions known for forest and minerals. Discuss the minerals and the forest products with reference to the industries they feed with raw materials.

In order to describe the importance of dams for irrigation and other purposes, you may start with questions about the main rivers which generally remain

dry except for the rainy season. It is for this reason that the dams are constructed to store water which may be used for irrigation throughout the year.

Establish relationship between the houses and the land forms and climatic conditions in different parts of the State.

The textbook has a picture of a tribal dance of Madhya Pradesh. The picture throws light on the dress, cottages, etc., of these people. While talking about this picture, it may be desirable to discuss the following types of questions :

- Why are these people called tribals?
- What is their typical dress?
- What is their food?
- In what type of houses do they live?
- What are the main occupations of the tribal people?
- What is their language?
- What educational facilities are being provided to the tribal people?
- What other steps are being taken to improve the life of the tribal people?

Introducing with the picture of Gwalior Fort you may tell the children about the ancient historical places of this region.

Children might have heard about the crockery of Gwalior and sarees of Chanderi. Tell them about the establishment of the steel plant at Bhilai and Heavy Electricals at Bhopal. Also emphasize the importance of these plants for the State as well as the country.

Additional Activities

1. Collect the pictures of historical monuments of Madhya Pradesh and write the names of the places where they are situated.
2. Collect the specimens of the minerals found in Madhya Pradesh.
3. Make a model of Madhya Pradesh on the ground and show the land-forms of the State.

Evaluation

In addition to the questions given at the end of the lesson, following questions may be asked :

1. What is the reason for rice being the main crop of Chhattisgarh Plain?
2. Why do the rivers of Madhya Pradesh have water only during the rainy season?
3. Why do we find differences in the ways of living of the people in different parts of this State?

8. Maharashtra

Background and Objectives

The students have studied about Madhya Pradesh and Gujarat. Now they will read about the location, climate and life of the people (their occupations, languages, and customs) of Maharashtra and the Union Territory of Goa, Daman and Diu. Through the study of this lesson the children will gain the following understandings :

1. Maharashtra is an important State of India. The Arabian Sea makes its western boundary.
2. The life of the people of Maharashtra, as well as of Goa, Daman and Diu is influenced by the geographical factors such as climate, sea, etc.
3. Like other States, Maharashtra as well as Goa, Daman and Diu are parts of our country.

Teaching Hints

(a) Maharashtra

Maharashtra is a large State of India. It is a coastal State located in the west along the Arabian sea. Take a wall map of India and show the position of Maharashtra. Also name the neighbouring States of Maharashtra. Your pupils have already read about Gujarat State. Now ask the children to measure the coastlines of Gujarat and Maharashtra. If need be, you may refer back to the lesson—‘Learn These Things’. While measuring the coastlines of Gujarat and Maharashtra, the children will get an opportunity to reinforce their skill in measuring distance on the map.

A large size wall map will help in explaining the landforms, rivers, etc. The location of the following may be pointed out on the map :

- The coastal plain
- Western Ghats
- Satpura Ranges
- Plateau Region and the rivers flowing through it :
 - (a) The Tapti
 - (b) The Godavari
 - (c) The Krishna

- (d) The Bhima
- (e) The Wardha

At this stage, you may also describe the life, food, dress, languages and main occupations of the people living in the different regions listed above. The picture representing the dress of a man and woman of Maharashtra may be made a point of discussion in the class. Please encourage the children to compare these dresses with those of the people of Gujarat, Rajasthan and Punjab.

Bombay, the capital of Maharashtra is a very big city. It is a seaport and a big centre of trade and industry. Give a good description of this city with the help of pictures if possible. A picture of a Bombay street is given in the textbook. A brief discussion may also be held on other important places of the State, such as, Pimpri, Nagpur, Nasik, Poona, Mahabaleshwar, Nanded, Sewagram, Elephanta, Aranta, and Ellora.

The children have studied about Gandhiji's birth place, Probandar, in the lesson on Gujarat. The other important place which is associated with Gandhiji's name, is Sewagram, which is situated in Maharashtra. You must tell your pupils about this place in detail.

(b) Goa, Daman and Diu

First, it is important to show clearly the location of Goa, Daman and Diu on the map. Let the children understand that all the three make a Union Territory of our country. How Goa, Daman and Diu got rid of the Portuguese rule and became free in 1961, will make an inspiring story for your young pupils. Please narrate briefly the story of Goa's freedom in your class.

Describing the natural beauty of Goa, you should tell the children about the main crops of this State and also the occupations, food, languages, etc., of the people. Point out the location of Panaji, Vasco-da-Gama, Margao, etc.

Additional Activities

1. To collect and paste in the album the pictures of historical and other places of interest of Maharashtra and Goa.
2. To read Shivaji's story from some library book
3. To read from some book or listen from the teacher the story of Goa's freedom.
4. To get more information about the caves of Ajanta and Ellora.

Evaluation

In addition to the questions given at the end, the following questions may be asked .

- Name the neighbouring States of Maharashtra.
- Name the rivers which flow through Maharashtra.
- What is the main food of the people of Goa?
- What things are sent from Goa to other States of India?
- Which languages are spoken in Goa?
- Name a few places of interest in Bombay.
- Why is Bombay famous? Narrate in ten sentences.
- Why is ‘Sewagram’ famous?
- Who ruled over Goa before it became independent?
- When and how Goa won its freedom?
- Name a few important places in Goa.

9. Mysore

Background and Objectives

The children have studied about the life of the people in Maharashtra and Goa, Daman and Diu. Mysore is a neighbour to these States. The children will now read about the life of people in Mysore State. Through the study of this lesson, children will gain the following understandings .

1. Mysore State is a part of our large country, India
2. The Arabian Sea makes its western boundary.
3. Geographical conditions and climate of Mysore influence the way people live there.

Teaching Hints

The text of this lesson has been presented through an interesting dialogue between two young girls, Mary and Kalyani, of Bombay and Bangalore respectively. Both of them happen to visit Goa and they meet each other at Panaji. After the preliminary introduction of the lesson, let your pupils read out the text one by one in the class. The children will show natural interest in the lesson.

Dramatization of some parts of the dialogue between Mary and Kalyani, by a few students in the class, will make the lesson still more interesting for the children. The rest of the children may be asked to listen carefully and later point out the mistakes which may be discussed in a joint session of the whole class. You change the names of Mary and Kalyani, if you or your pupils feel like it.

It is evident from the style of this lesson, that an attempt has been made to communicate the required information in an indirect, but quite a natural manner. Mary and Kalyani are only the medium of this communication. You can change the names and increase the number of participants in the dramatization according to your will. It will be desirable to use the common names of different religions and peoples of India. This will go a long way in promoting the feelings of national and emotional integration among your pupils.

Mysore is a coastal State of India. Let the children measure from the map and compare the coast line of Mysore with those of Maharashtra and Gujarat. The children have already learnt the method of measuring distances on the map. A comparison of the life of people in Mysore, Maharashtra and Gujarat will be interesting.

Let the children compare the crops of Punjab, Haryana and Rajasthan with those of Mysore. How Mysore farmers irrigate their fields, should be made clear to the pupils. Some colloquial expressions such as 'Hittu', 'dosa', 'idh', 'kupsa', angavastra, etc., used in the lesson, must be explained in the class. Also locate the important industries of the State on the map. The famous festival of Mysore is Dashera which may be described in detail and compared with Dashera celebrations in other States.

Additional Activities

1. Let the children dramatize the dialogue between Mary and Kalyani.
2. To collect and paste on the albums the pictures of festivals and fairs, historical and other places of interest in Mysore State
3. To make a list of the things Mysore sends to other States.

Evaluation

Like all other lessons, some questions have been given at the end of this lesson. The difference being that there are a number of simple questions in the text which has been presented in the form of a dialogue between two small girls, Mary and Kalyani. You should ask your pupils these very questions by changing the language here and there. In addition, you can think of some other questions.

It will be an interesting evaluation exercise to compare Mysore State with some other States.

10. Kerala

Background and Objectives

The children know that Kerala is a neighbour to Mysore State. It is on this assumption that this lesson attempts to describe the life of the people living in Kerala State which lies along the Arabian Sea in the South. Through the study of this lesson children will gain the following understandings:

1. In the south-west Kerala State is situated along the Arabian Sea.
2. Kerala is one of the Small States of India.
3. The sea has influenced the life of people in Kerala.
4. The State is known for its natural beauty.
5. Kerala depends for many things on other States of India.

Teaching Hints

To explain the location and boundaries of Kerala State, the map given in the book may be used. Let the children find the location of this State in the political map of India.

This lesson has been presented in the form of a letter from a boy of Kerala, addressed to the children of your class. In this letter, he describes the life of the people of Kerala. Let one of your pupils read aloud the letter in the class. Whenever necessary, you may interrupt and explain yourself the different aspects of the life of people in Kerala with the help of pictures provided in the textbook. If there happens to be a student from Kerala in your class, he/she may be requested to explain, give examples or describe in greater details the life of people in Kerala.

There is a picture of a lagoon in the textbook. Explain the meaning and definition of a lagoon and also explain the influence of lagoons on the life of the people of Kerala. It will be interesting to compare the life of the people of Kerala with that of Jammu and Kashmir.

Let the children know about the climate and rainfall of Kerala and then ask them to draw inferences about the possible crops that can be grown here. The children must know that coconut is the main crop of Kerala. Here, do not forget to explain why this State is known as 'Kerala'. The literal meaning of the word

‘Kerala’ is “the home of coconut”. Coconut being its main crop, the State came to be known as Kerala. It is essential for the children to understand the relationship of the location of the State, its climate and crops with the life of people—their food, dress and occupations.

Through the study of the festivals of Kerala children are expected to understand which festivals are peculiar of Kerala State and which are common with other States. It is possible that some of the festivals may be common with little variations in the way they are celebrated.

The children of this age love to wear masks. Therefore Kathakali dance will interest them. Use the picture given in the book to tell them more about Kathakali dance.

Additional Activities

1. Let the children make collectively a model of a “Lagoon” on the ground
2. Let a few children take part in the Kathakali dance of Kerala
3. Ask the children to make a list of the products made out of coir and the coconut.

Evaluation

In addition to the questions given at the end of the lesson, ask the following questions

1. How do the people of Kerala use coconut? Write your answer in ten sentences.
2. How is it that we find greenery and variety of crops in Kerala without the need for irrigation?
3. The main food of the people of Kerala as well as Kashmir is same, i.e., rice and fish. Still there are many differences in the way people live in the two States. State five points to clarify the difference.
4. What things are sent to other States from Kerala?

11. Tamil Nadu

Background and Objectives

The children have studied about Kerala which is a neighbouring State of Tamil Nadu. Tamil Nadu lies along the eastern coast of India in the far south. In

this chapter, the children will study about the life, dress, food, language, customs and occupations of the people of Tamil Nadu. They will also study about the crops, natural vegetation and industries of Tamil Nadu.

Through the study of this lesson the children will gain the following understandings :

- 1 In the far south Tamil Nadu is a coastal State of India.
- 2 The sea has greatly influenced the life of the people in this State
- 3 Like all other States, Tamil Nadu is also a part of our big country—India.

Teaching Hints

The lesson has been written in the form of a narrative giving an interesting account of the everyday life of Ganeshan and Laxmi, two young children from Tamil Nadu. Ganeshan and Laxmi are brother and sister. A description of their every day life will be of natural interest to the children. They would like to know answers to questions like the following :

- How old are they?
- Where do they live?
- How do they dress?
- What is their food?
- What language do they speak and what do they learn at school?
- What is new about life of people in their State?
- What type of houses do the people of Tamil Nadu live in?
- What do they grow in their fields?

It would be better if you encourage the children to ask such questions in the class. A comparison of the different aspects of life in Tamil Nadu with the life in their own State will make the lesson more interesting.

Coconut is the major crop of Tamil Nadu. People of Tamil Nadu use it in a variety of ways. As a matter of fact, coconut is used in one form or the other throughout the country. Let the children make a list of the various ways in which coconut is used in our country.

Explain to the children how the farmers of Tamil Nadu irrigate their fields and why. Let them compare these with the methods of irrigation adopted in Haryana and Punjab.

While explaining about the industrial Centres of Neyveli and Perambure, let the children know that people belonging to different States of India work in these industries.

Pongal is the most important festival of Tamil Nadu. The children will be interested to know about this festival. You should explain its significance and the way it is celebrated in detail. Also compare this festival with *Onam*, *Baisakhi*, etc.

Please do tell the children about the hill stations and important temples of Tamil Nadu and compare them with the hill stations and temples of other States.

Additional Activities

1. Collect and paste in your album the pictures of well-known temples and festival celebrations of Tamil Nadu.
2. Let the children collectively make a model of Tamil Nadu on the ground, and show the following on it (a) The Cauveri, (b) Kanya Kumari, (c) Madras city, (d) Ooty, (e) Kodaikanal, (f) Mahabalipuram, (g) Thanjavur, (h) Nilgiri Hills.
3. Try to get some more information about the *Pongal* festival of Tamil Nadu. If there are some students from Tamil Nadu in your school, take their help and make a programme for celebrating *Pongal* in your class.
4. To see, learn and participate in the *Bharatnatyam* dance of Tamil Nadu.

Evaluation

Besides the questions given at the end of the lesson, the following type of questions may also be asked :

- What do the people of Tamil Nadu eat for their breakfast?
- What type of dresses do they wear?
- How do they use coconut?
- Why do the farmers of Tamil Nadu collect rain water in tanks?
- Describe in five short sentences how *Pongal* is celebrated.
- What is the name of the famous folk dance of Tamil Nadu?
- Name the two important hill stations of Tamil Nadu.
- In which cities are the Srirangam, Shiva and Meenakshi temples situated?
- Why do the people of Tamil Nadu not need woolen clothes?
- What type of houses are found in the villages of Tamil Nadu?

12. Andhra Pradesh

Background and Objectives

Like Kerala, Tamil Nadu and Mysore, Andhra Pradesh is also a coastal State of India. In comparison with other States the coastline of Andhra is much longer. The life of the people in the coastal region of this State is influenced by the sea. This chapter describes in brief the chief and typical characteristics of the life of the people of Andhra Pradesh. Through the study of this lesson children will gain the following understandings :

1. Andhra Pradesh is an integral part of our country.
2. Andhra Pradesh has a long coastline, but the major part of the State lies in the Eastern Ghats and the Plateau region.
3. The people of different faiths and languages live together in Andhra Pradesh.

Teaching Hints

Raghava Reddy, a small boy, lives in Delhi with his parents who originally hail from Andhra Pradesh. His grand parents still live in Andhra Pradesh. On his first visit to his grandparents in Andhra Pradesh, he has a number of new experiences there. This lesson has been written in the form of a description of his trip to Andhra Pradesh.

Raghava Reddy is of the age of your pupils. You may describe his trip in the form of an interesting story. Why does he live in Delhi? Why does he take up a trip to Andhra Pradesh? You can ask such questions to arouse and sustain the interest of children.

This lesson gives a lot of information about the life of the people of Andhra Pradesh. You should mention in your story all the important features such as, food, dress, languages, customs, etc., of the people of this State. It will be interesting to compare the life of people in Andhra Pradesh with the life of people in other States. Landforms, sea-coast, natural vegetation, crops, industries, minerals, etc., may also be compared with other States.

The fact that the life of people in Andhra Pradesh has close similarity to the life of people in its neighbouring States, may be adequately emphasized. Such facts as the common languages spoken in Andhra Pradesh and its neighbouring States and other similarities in dresses, food, etc., must be explained.

Let the children make a list of the following important cities of the State and learn to locate them on the map of Andhra Pradesh

Hyderabad, Vishakhapatnam, Tirupati, Anantpur, etc.

The sea-coasts of Andhra Pradesh is longer than that of any other coastal State of India. Ask your pupils to measure with the help of a thread the length of its sea-coast on the map and then estimate its actual length by means of the scale. Let the children compare this length with the length of the sea-coasts of other States.

Additional Activities

1. Let the children make collectively on the ground a map of Andhra Pradesh, and show the following on it —(a) The Godavari, (b) The Krishna, (c) The Nagarjuna Sagar Dam, (d) Vishakhapatnam, (e) Hyderabad
2. To make a list of the languages spoken in Andhra Pradesh, and comparing these with those spoken in the neighbouring States.
3. To write the description of a tour of Andhra Pradesh in the form of an autobiography.

Evaluation

Let the children do the following activities suggested for teaching this lesson. Evaluate your pupils as to how efficiently they do these activities. If they make mistakes, you should correct them :

—To measure the lengths of the coastlines of the different coastal States of India, according to the method described on pages 1 to 3 of the textbook. Let them compare the actual lengths of the coastlines of the different States studied so far.

Let the children answer the following questions :

- Name the rivers of Andhra Pradesh.
- Tell the direction of the flow of these rivers.
- Why is a tank a necessity in the villages of Andhra Pradesh?
- What are the chief crops grown in Andhra Pradesh?
- What things are sent from Andhra Pradesh to other States and why?
- What is the main occupation of the people of the coastal region of Andhra Pradesh?
- What is Hyderabad famous for? What are the important industries of Hyderabad?
- Where are the coal, mica and goldmines of Andhra Pradesh located?

13. *Orissa*

Background and Objectives

Lying along the Bay of Bengal in the east, is our State of Orissa. Andhra and Madhya Pradesh, the two neighbouring States of Orissa have already been studied by the children. This chapter is about the life of the people of Orissa. It also describes the landforms, crops and natural vegetation. Through the study of this lesson children will gain the following understandings :

1. Orissa is a coastal State and like other States, is a part of our country, India.
2. The main occupation of the people of Orissa is agriculture.
3. There live many tribal people in Orissa.
4. Many minerals and forest products are found in Orissa.

Teaching Hints

Show the location of Orissa on a wall map of India. Let the children read the names of its neighbouring States. The physical features of Orissa may be described with the help of a large-size map.

Your pupils know the definitions and meaning of plateau, hill, gulf, bay, valley, lake, river, delta, etc. This lesson will provide your pupils an opportunity to revise all these geographical terms and concepts. Let the children locate the Mahanadi, the Brahmani, and Baitarani rivers on the map. The location of Chilka Lake, Eastern Ghats, and Bay of Bengal may be pointed out to the children. Hirakud Dam has been built across the Mahanadi river. What are the advantages of this dam to Orissa? This question may be discussed in the class. Encourage the children to collect necessary information about Hirakud Dam.

A comparison may be made between the food, dresses, languages, and other features of the life of the tribal people with those of other people of Orissa. It will be interesting to compare the occupations of the people living in different parts of Orissa. Why are the occupations of the people of coastal region, plateau region, and tribal people of Orissa so different? Let the children themselves answer this question. Also compare the crops of Orissa with those of other States.

Orissa has a number of mines of iron, coal and manganese. A discussion on these may lead to the description of the Iron and Steel Plant at Raurkela. The children have already studied about the Iron and Steel Plant at Bhilai. It will

be proper to compare these two important Steel Plants by collecting detailed information about these.

Let the children make a list of important cities of this State and show their location on the map. Don't forget to discuss the pictures used in the textbook. Please give your pupils a little more information about 'Rathyatra of Puri', Konarak temple, Lingaraj temple, etc.

Additional Activities

1. To collect and paste in the album the pictures of famous temples and festivals of Orissa.
2. To make on the ground a big map of India and show on it the following :
(a) Eastern Ghats, (b) Plateau Region, (c) Chilka Lake, (d) Mahanadi, Brahmani and Baitarani rivers
3. To write a small essay about the changing life of the tribal people of Orissa.

Evaluation

In addition to the questions given at the end of the lesson you may ask the following questions

- Name the rivers of Orissa.
- What crops are grown in the delta region of these rivers?
- What is the name of the tree which gives us lac?
- Why is the northern part of the coastal region of Orissa not fit for farming?
- What is the main occupation of the people of this part?
- Where and on which river has the Hirakud Dam been constructed?
- What are the main occupations of the tribal people of Orissa?
- Where is the Lingaraj temple of Orissa?
- What are the Udayagiri and Khandagiri hills known for?
- Why are Konark, Puri, Cuttack and Raurkela famous?
- Name the famous lake of Orissa.

14. West Bengal

Background and Objectives

By now the children have studied all the coastal States of India, except West Bengal, which is also a coastal State. They will now know the life, food,

dresses, customs, etc., of the people of West Bengal. In addition, they will read about the life of the people of Andaman and Nicobar islands. Through the study of this lesson children will gain the following understandings :

1. West Bengal is an important coastal and border State of India.
2. There live people of different faiths and languages in Bengal.
3. Most of the people of West Bengal work in fields and factories.
4. Situated in the Bay of Bengal, Andaman and Nicobar Islands are a part of India.
5. People of different religions and languages live in the islands of Andaman and Nicobar.

Teaching Hints

(a) West Bengal

You should use a map of undivided Bengal to initiate this lesson. Narrating briefly the story of the partition of Bengal in 1947, you can easily pass on to explain the location and boundaries of the present West Bengal which is a part of India. With the help of a map, explain the position of the neighbouring States and other countries adjoining West Bengal.

Please use a map of West Bengal to describe the landforms of the State. Give a brief account of the Northern Region, the Delta Region and the Plain, stating the natural vegetation, crops and occupations of the people of each region.

The lesson gives an interesting account of the festivals, fairs and customs of the people of West Bengal. These features of the life of people may be compared with other States. A good description of the rural and urban life of the people of West Bengal has been given in the lesson. Let the children compare the typical features of rural and urban life of the State.

Locate on the map the position of the Damodar Valley Project and the Mayurakshi Project and discuss their advantages in the class. You can encourage the children to collect pictures of these projects.

West Bengal is known for its jute, tea and rice. This fact may be highlighted while describing the famous Darjeeling tea and jute mills of Calcutta. Also tell your students that West Bengal is the only jute producing State of India and that jute is one of the most important crops. It is used for making many kinds of things. The children know about the common jute bags, carpets, etc. You may explain to them that there are a number of jute mills in West Bengal. The jute products of these mills are sent to other countries also. Also tell your pupils about the Durgapur Steel Plant and the Chittaranjan Locomotive Works.

Durga Puja is an important festival of West Bengal. The lesson carries a brief description of this festival. You should emphasize its importance so that the children know about this important festival.

The world famous poet, Rabindra Nath Tagore, was born in West Bengal. Tell your pupils briefly about the great poet. It will be very interesting to narrate in the class the story of "Kabuliwala" or any other story or poem written by Tagore. Also tell them about Shantiniketan.

(b) *Andaman and Nicobar Islands*

With the help of a big map of India, explain the location of Andaman and Nicobar Islands. In order to pinpoint some important details about these islands, you must procure a separate map of the Andaman and Nicobar Islands. Locate on this map Port Blair, the State capital, and let the children know the names and location of the Andaman Sea, Nicobarese Sea, etc.

If you have to go to Andaman and Nicobar Islands, how shall you go? This will be an interesting question to pose in the class. It may be discussed in the class and the children may be encouraged to suggest the land and air routes from the place they live in, to Port Blair. That Andaman and Nicobar Islands are as much a part of India as any other State, may be duly emphasized. Any person from any State of India can go, stay and settle there without any bars, as also the people of Andaman and Nicobar can come, visit and settle anywhere else in India.

It will be interesting to discuss and compare the simple way of living of the people of these islands with other States of the country.

Additional Activities

1. To make a map of West Bengal on the ground showing the following :
 - (a) Northern hilly region
 - (b) The Delta region
 - (c) The Plain
 - (d) The Ganga, the Hooghly and the Damodar rivers.
2. To learn a Bengali folk song or folk dance and present it in the school on some proper occasion
3. To learn and recite in the class any original or translated poem or story written by Rabindra Nath Tagore.
4. To prepare and present a small dialogue or essay about the life of people of Andaman and Nicobar Islands

Evaluation

In addition to the questions given at the end, let the children be tested by asking the following questions :

1. Write against each town the important reason it is known for :
 - Durgapur
 - Chittaranjan
 - Calcutta
 - Port Blair
 - Rani Ganj
 - Shantipur
2. What do you know about the following :
 - Sandesh
 - Rasgullah
 - Alpanam
 - The Delta Region
 - The Sundar Ban
 - Pukur
 - Durga Puja
3. Let the children fill up the following table in respect of Andaman and Nicobar Islands :

Union Territory or State
Capital.....
Area
Crops
Main occupations of people
Language spoken
Things sent out to other States
Things brought from other States
Neighbouring States,

15. Assam

Background and Objectives

The children have studied about the life of people in Kashmir Valley which lies in the Himalayan ranges. They will now know about the life of people who live in Assam, the north-eastern part of India. This State also lies in the Himalayan ranges. Besides, they will also study about the life of the people of Manipur and Tripura. Through the study of this lesson children will gain the following understandings :

1. Assam, Manipur and Tripura are very important border States of our country.
2. Assam is known for its rich mineral oil deposits
3. Assam, Manipur and Tripura depend, for many things, upon one another and also on the rest of the States of India.
4. Like other States of India, people of different religions, languages, etc., live in Assam, Manipur and Tripura.

Teaching Hints

(a) Assam

In order to explain the physical location and political importance of this State, use the map given in the textbook. Let the children learn to locate Assam on the map of India. Show NEFA and the Brahmaputra Valley on the map. Explain the political importance of Assam, since it makes boundaries with China and Burma.

This State has plenty of rainfall. Mausynram near Cherrapunji has the heaviest annual rainfall in the world. Let the children find the location of this place on the map of Assam.

From the landforms, rainfall and climate of the State, the discussion may lead on to the crops, vegetation, occupations and the life of the people.

On the basis of their knowledge of the landforms and rainfall of Assam, let your pupils estimate the possible ways of transport and communication. That it is very difficult to construct roads and lay railway lines in the mountainous terrain, may be explained. Boat is an important means of transport.

The picture on page 96 of the textbook will be helpful in the discussion about the types of houses in Assam. Such houses can still be seen in villages and forest areas. Now-a-days, pucca houses of stone and cement are replacing such houses in cities. The children will like to know why houses are made of wood and are raised from the ground.

The children know what kerosine oil is as it is a thing of daily use. On the basis of this knowledge, you can easily introduce your students to the concept of mineral oil, and tell them the place where mineral oil is found.

We all celebrate festivals. Children also participate in these festivals. On the basis of the experience of your children, you can go on to describe the festivals of Assam. The idea of similarity in the celebration of festivals may be brought to the fore.

A number of tribal people live in Assam. Sometimes special features and pictures relating to the life of these tribal people appear in newspapers and magazines. Such materials may be collected and used to explain and illustrate the life of tribal people of Assam.

The similarities and dissimilarities in the life of the people of NEFA and the Brahmaputra Valley may be clearly explained.

Try to collect some pictures relating to the dress and customs of hill tribes of Assam, you may use a large map of Assam and help the children to understand the location and extent of Meghalaya, the newly formed autonomous State within Assam. Also make it clear that Meghalaya is chiefly inhabited by the people of Garo, Khasi and Jaintia tribes. The State of Meghalaya has been specially created with a view to bringing about speedy development of these tribes.

(b) *Manipur*

Manipur is a neighbour to Assam. It is a Union Territory. Explain about the location, and landforms, i.e., hills, valleys, forest and marshy terrains, of this State.

While giving a description of the life of people of Manipur, please do explain the dresses, houses and customs of Meiteis. Tell the children about the Manipuri dance and the festivals of this State.

The superior quality cloth of Manipur is known all over the country. That cotton cloth is a large scale cottage industry of Manipur may be clarified. The main occupation of the people is, however, agriculture. You should, therefore, discuss about the important crops of this State. Vegetables, specially cauliflower is transported to Calcutta by air.

(c) *Tripura*

Like Manipur, Tripura is also a neighbour to Assam. It is a Union Territory. Showing its location on the map, you may tell the children about the strategic position of this border State of our country.

Please tell the children about the life of the tribal people of Tripura. Explain the word "Jhooming" and let the class discuss the merits and demerits of this method of farming. Also impress upon the children that jhooming is now being gradually replaced by a regular type of settled farming. Let the children make a list of the crops grown in the plain area.

Additional Activities

1. To make a model of an Assamese house.
2. To collect from magazines and newspapers pictures about the life of the tribal people and arrange them in the album
3. To make collectively a physical map of Assam on the ground.
4. To collect pictures of the folk dances of the people of Assam, Manipur, Tripura and NEFA.
5. Let the children learn any Assamese or Manipur folk song or folk dance

Evaluation

1. Besides the questions given at the end of the lesson, ask the following questions in the class :
 - Why do most of the people in Assam live in the valley of the Brahmaputra?
 - Why is the Brahmaputra valley so fertile?
 - For what things is Assam State known all over India?
 - Draw out the differences between the life of the people living in the Brahmaputra valley and NEFA.
 - What do you understand by 'mekhla', 'riha' and 'bihu'?
 - What are the people living in Manipur valley known as ?
2. Let the children fill up the following table :

<i>Name</i>	<i>Description</i>
Mizo	The name of a tribe of Assam State.
Dafla	
Bohag Bihu	
Jhooming	
Jaintia	
NEFA	
Riha	
Monpa	

16. Nagaland

Background and Objectives

The children have already studied about the life of the people in Assam and Manipur. Nagaland is a neighbour to these States. Though small in size, Nagaland is a very important border State of India. This lesson describes briefly the life, food, dresses, customs, etc., of the people of Nagaland. Through the study of this lesson children will gain the following understandings.

1. Nagaland is an important border State of India
2. Nagaland has a close relationship with its neighbouring States and the rest of the States of India.
3. Nagaland has made much progress in recent years and the life of people there is changing fast
4. The people of Nagaland are by nature very brave, fearless and free.

Teaching Hints

Nagaland is one of the most important border States of India. You must use a large map of India to describe properly its location and its neighbouring countries, namely, Burma and China.

Compare the hilly terrain of Nagaland with that of Kashmir and Himachal Pradesh. We find a number of lakes, rivers, brooks and waterfalls in Jammu and Kashmir and Himachal Pradesh. In Nagaland, however, there are only brooks and streams, and no lakes or ponds. Such points may be highlighted in the class.

The children have studied about "Jhooming" in the lesson on Tripura. The people of Nagaland also practise jhooming. They grow rice, vegetables, etc. The fact that our government is helping the Nagas to improve their standard of living, and they are changing from jhooming to regular cultivations may be emphasized in the class.

The following features of the life of the people of Nagaland may be especially highlighted and compared with other States :

- The villages
- The houses
- Naga Moerung
- The food

- The Naga tribes and their dialects.
- The weapons (spear, dao, gun, etc)
- The dresses.

Describing the progress made by the Nagas in recent years, you should impress upon the students that the life of the Naga people is changing fast. The government, have extended to this State many facilities, such as, schools, colleges, hospitals, roads, electricity, etc It is for this reason that the dresses, food habits and other features of the Naga people's life are undergoing rapid change This fact may be substantiated with some examples from the text.

Nagaland depends upon other States of the country for many of its needs. Mostly, it gets machine-made goods from other parts of India. Nagaland also sends out many things to other States It will be interesting for the children to know that many of the carriages of the Indian Railways are made of wood got from the forests of Nagaland. The handicraft goods of Nagaland are also very popular throughout India. The 'Mithun' is an important animal for the Naga people. Tell the children about its usefulness for the Nagas

Additional Activities

1. To compare the life of the people of Nagaland with the life of the people of the State in which the children live.
2. To learn a Naga folk dance and present it in the school on some suitable occasion.
3. To put up a fancy dress show in the school, with special emphasis on the Naga people's dress.
4. To make a model of a Naga Morung using cardboard or dry grass and straw.
5. To give the children important and interesting information about the mithun.

Evaluation

Ask the following questions :

- What are the houses of Naga people made of?
- Why do the Nagas make their houses on the top of hills?
- What methods of farming do the Naga people practise?
- What changes are taking place in the old farming methods of the Nagas?
- Tell four things you have liked most about the life of the people of Nagaland.

—Make a list of the important towns of Nagaland
 —Will you like to visit Nagaland? Why?

17. Bihar

Background and Objectives

Like Assam and Nagaland, Bihar is also a border State of India. In the north, it makes its boundary with Nepal. West Bengal, Orissa, and Uttar Pradesh are its neighbouring States. The children have studied about all these except Uttar Pradesh. This lesson includes the life, dresses, food, and customs of the people. It also describes the crops and industries of Bihar. Through the study of this lesson the children will gain the following understandings:

1. Like other States, Bihar is a part of our big country, India.
2. Bihar has a close relationship with the rest of the States of India.
3. Bihar is the home of the mineral wealth of India and has many industries
4. People of different religions, languages, etc., live in Bihar State.

Teaching Hints

Show and explain to the children the location of Bihar State in the map of India. Also tell them briefly about the physical divisions of Bihar emphasising the following :

- The Northern Gangetic Plain.
- The Southern Plateau Region.
- Rivers : the Ganga, the Gandak, the Kosi, the Son, the Damodar, and the Subarnarekha.

The forests and the minerals found in the Plateau region may be given proper treatment. The minerals like iron, coal, manganese, mica, etc., are found here in abundance and have a special importance for our country. It will be appropriate to give here necessary information about the Tata Iron and Steel Works, Jamshedpur, as well as the Bokaro Steel Plant which is being set up these days.

Bring under discussion the destruction caused by floods, when you teach about the rivers of Bihar. That the river valley projects are helping to control

floods, besides yielding other advantages, may also be adequately clarified Show on the map the location of the Damodar, Mayurakshi, Gandak and Kosi Projects

Encourage the children to compare the dresses, languages, festivals and other features of the life of people of Bihar with those of the people of other States. Throw light on the life of the tribal people of Chhota Nagpur Plateau Region. Most of the people of this region now work in mines and factories. The changing life of the tribal people of this region needs proper treatment in the classroom.

A few important towns have been mentioned in the text. If you think proper, you may give some additional information about Patna, Gaya, Nalanda, Rajgir, Bihar Sharif, etc. Please encourage your students to read the life story of Mahatama Buddha, Mahavir and Guru Gobind Singh, from some library books.

Locate Jamshedpur, Sindri, Bokaro, etc., on the map and give the children some more information about these cities.

Additional Activities

1. To make a list of minerals found in Bihar and compare it with some other States which are rich in minerals.
2. To make a list of the important industries of Bihar, procure their pictures and arrange them in the album.
3. To know the ancient story of Patna and Nalanda cities from the teacher.
4. To read from some library book the life story of Buddha, the Great.

Evaluation

In addition to the questions given at the end of the lesson, ask the following questions :

- Name the rivers that flow through the northern and southern regions of Bihar. What crops are grown in these regions?
- Who are the people who live in the plateau region of Chhota Nagpur.
- Draw out the differences in the life of the people living in the plain and plateau region of Bihar respectively.
- How is the life of the tribal people of Chhota Nagpur Plateau region changing these days?
- Why have the Iron and Steel industries been set up in the plateau region of Bihar? Compare these industries with the Iron and Steel Plants located at Bhilai, Rourkela, Durgapur, etc.

18. *Uttar Pradesh*

Background and Objectives

Situated in the northern part of the country, Uttar Pradesh is a very big State of India. It makes border with China and Nepal in the north. Bihar, Madhya Pradesh, Haryana, etc., are its neighbouring States. The children have studied about the life, food, dresses and customs of the people of these States. This lesson gives an account of the landforms, rivers, clim, ate crops, industries and important cities of Uttar Pradesh. Through other study of his lesson children will gain the following understandings :

1. Uttar Pradesh is an important border State and like other States, is a part of our country.
2. The life of the people of Uttar Pradesh is similar to the life of the people in its neighbouring States.
3. People of different religions and languages live in Uttar Pradesh.
4. Uttar Pradesh has a close relationship with its neighbouring States.

Teaching Hints

By now, your students have studied about the life of the people of all the States of India, excepting Uttar Pradesh and the Union Territory of Delhi. You should use map of Uttar Pradesh and a map of India for teaching this lesson. With the help of these maps, you can easily show the location, boundaries, etc., of the State in addition to the location of the Himalayas, the Ganga, the Yamuna, the Gomti, the Chamba, etc. The children have already studied about some of these rivers in the lessons on Bihar, Madhya Pradesh, and West Bengal. Here, you must make very clear to your students as to the directions in which those rivers flow. Highlight especially the following points about the Ganga and the Yamuna :

- The sources of the Ganga and the Yamuna.
- The directions of their flow.
- The confluence of the Ganga and the Yamuna.
- The famous cities situated on the banks of the Ganga and the Yamuna.
- Names of the States through which the Ganga and the Yamuna flow
- The Sea into which the Ganga and the Yamuna fall.

The lesson gives an interesting account of the well-known towns situated on the banks of the chief rivers of Uttar Pradesh. The pictures of the Kumbh fair

at Allahabad and the Taj Mahal at Agra are also given in the lesson. You must encourage the children to talk about these pictures. You can procure and use a few additional pictures, such as, the pictures of the fairs and temples of Mathura, Brindaban, Haridwar, Varanasi, etc. These will make your lesson more interesting for the children, who will thus know more about the fairs and festivals of Uttar Pradesh.

Some good pictures and charts may be used to describe vividly the dresses, occupations, means of irrigation and other facets of life of the people of Uttar Pradesh. It will be interesting to compare the dresses, food, languages, occupations, festivals, customs of people, crops, industries, population and area of Uttar Pradesh with those of other States of India. You must, however, take adequate care and precaution that the children do not develop any negative tendencies of hatred, inferiority, etc., for the people of one or other States of the country. On the other hand, the diversity and richness of life of the people of different States may be highlighted with maximum emphasis on the unity and oneness of the country.

Allahabad, the birth place of 'Chacha Nehru' is in Uttar Pradesh. You must tell your children the brief life story of Shri Jawaharlal Nehru.

Additional Activities

1. To fill up the important cities, rivers and mountains in the outline map of Uttar Pradesh
2. To learn a few folk songs and folk dances of Uttar Pradesh, and to present these in the school.
3. To read the story of 'Chacha Nehru' from some book and make an album of his pictures.
4. To collect pictures of the religious places of Uttar Pradesh.

Evaluation

Besides the questions given at the end of the lesson, you should evaluate the following understandings and skills of your pupils :

- The knowledge of the directions of the flow of rivers of Uttar Pradesh and the rest of India.
- To trace and fill up on the outline map of Uttar Pradesh, the Himalayan ranges, important rivers and the big cities situated on the banks of these rivers.

Ask your students the following questions and if they fail to answer, tell them the source from where they can find the relevant information :

- The population of the State in which they live.
- The population of Uttar Pradesh.
- The population of the smallest State of India
- Area of the State in which they live.
- Area of Uttar Pradesh
- Area of the smallest State of India

19. *Delhi*

Background and Objectives

By now, the children have studied about the life of the people in all the States of India and some of the Union Territories Delhi is also a Union Territory. Delhi city is the capital of India. As such Delhi has a special importance in our national life. People belonging to all the States of India live here. The Central Offices of our Union Government are also located here. In fact, Delhi is the nerve-centre of the whole country. This lesson gives us all such information about Delhi. Through the study of this chapter the children will gain the following understandings.

1. Delhi is the capital of India.
2. People belonging to all States of India and almost all countries of the world live in Delhi.
3. Delhi and the rest of the States of our country depend upon one another for many of their needs.
4. The Independence Day and the Republic Day are celebrated in the capital with great pomp and show and have a special significance for us.
5. Delhi has always held a unique and important place in the history of our country.

Teaching Hints

Many interesting techniques can be used for teaching this lesson. Below are suggested a few for your consideration. You can select and use any one of these in your class ;

—Use a big map of India when you teach this lesson in your class. Your students have already studied about the life of people in the neighbouring States of Haryana and Uttar Pradesh. The physical features, climate, crops and the features of life of the people of Delhi Territory are similar to those of its adjoining States. With the help of the previous knowledge of the students, you can easily describe the landforms, climate, crops and life in the villages of Delhi. After this, you may tell the children about the cosmopolitan life of Delhi city. It would be interesting to compare the rural and urban life of Delhi State.

You should take care to allow a detailed treatment to the study of Delhi, as the capital of India. The children have already studied about the life of people in other States and Union Territories of India. You can capitalize on this previous knowledge of your children while teaching about the cosmopolitan life of Delhi city. That Delhi, as the capital of India, has a close relationship with all other States and Union Territories of India, may be duly emphasized.

—To initiate this lesson, use the pictures of the Republic Day celebrations held in Delhi. You may ask a few questions on each of these pictures, and explain to the children the nature of the cosmopolitan life of the capital. The fact that Delhi, our capital, represents a composite picture of the varied life of the people of India, may be adequately emphasized.

While teaching this lesson, you will find an excellent opportunity to revise the previous lessons on the life of people in all other States of India. You must also try to drive home to the students the idea that this diversity and richness of life of our people binds us together as one nation. This will eventually help to strengthen the true nationalism in the children.

It will be interesting to correlate the story of Delhi city with that of the 'Mahabharata' and 'the Delhi of the Pandavas'.

This capital is joined with all the State capitals and other important cities by road, rail and air. To clarify this concept, you should use a big transport map of India showing the various routes between Delhi, different (road, rail and air) routes from the respective places of residence of the children to Delhi. Let the children make a comparison and bring out the difference between Delhi—the capital of the country and the State capitals.

Additional Activities

1. To collect and arrange in your album, the pictures of important places, buildings, monuments and festivals of Delhi,

2. To read the story of Delhi from some library book.
3. To collect pictures of the life of people in different States displayed on the Republic Day parade in Delhi, and to compare the life of your State with that of others.
4. To make a list of the names of and to collect pictures of the President, the Vice-President, the Chief Justice, the Prime Minister and other Union Ministers of India.

Evaluation

In this lesson, the importance of Delhi as the capital of India, has been emphasized. You should keep this fact in your mind, while evaluating your students. You may ask them the following questions :

- Tell any four things which point to the fact that Delhi is the capital of India.
- What is the difference between the capital of a State or a Union Territory and the capital of India?
- How do we say that Delhi, being the capital is the nerve-centre of the social and political life of India ?

Being the last chapter of the first unit of the book, this lesson is especially important. The fact, that Delhi is India in miniature, enhances its importance further. While teaching and evaluating this lesson, you will not only be able to evaluate the children's comprehension of all the preceding lessons, but will also find a very good opportunity to recapitulate the entire unit. In this connection the following suggestions will be helpful for you :

- Divide your students into groups. Let each group learn the folk songs and folk-dances of different States and different languages. You must see that the children find an opportunity to present these folk songs and dances on some suitable occasion in the school.
- Let the children prepare a proforma along the lines suggested on page 72.
- Arrange a special "fancy dress show" at the end of the year. Let all children take part in it. Through such a programme, the children will learn to put on, identify and appreciate the dresses of the people of different States of India. All other students of the school may be invited to witness this special fancy dress show. The spectators may take part in an interesting competition of recognizing the dresses of the people of different States and writing their names together with the names of the States in which

they are most popular in the correct sequence of their presentation. Those who are able to answer correctly and in correct sequence, may be suitably rewarded.

In the end, you may again present the actors participating in the fancy dress show and introduce them to the audience formally, according to the States they represent through their dresses.

Such activities will go a long way in promoting the feelings of national and emotional integration in the children. In addition, they will find opportunities to see, understand, learn, appreciate and take pride in the variety and richness of the life of our people. This will also promote the healthy feelings of nationalism.

- Let the children work out and execute their own plans and programmes for the Independence Day and the Republic Day. It will be interesting that the children hear the radio commentary, relayed from AIR, and witness the television show telecast on these occasions.

During the course of the above suggested activities and other programmes of similar nature, you should watch the behaviour of your students. In addition, you should also keep an eye on the children's developing attitudes towards the national symbols as well as the healthy feelings of patriotism. Your constant guidance will help them acquire desired attitudes in the course of time.

UNIT TWO
Our Heritage

Background and Objectives

In classes I and II, the children have learned many short stories. Most of these were imaginary tales related to animals, birds, fairies, etc. Some of these stories were about courageous children and were based on episodes taken from ancient mythological books. The stories given in this book are based on the history of our country. Through these stories, your pupils will learn about the great men and kings of our country, besides learning many things about the life of people in ancient times. Through the study of this Unit, children will acquire the following :

(A) Understandings

1. The study of the history helps us to know about the life of the people in the past.
2. Our historical and religious monuments, speak of our glorious past

(B) Skills

1. To identify some important historical monuments, buildings, temples or pictures thereof
2. To relate and reproduce briefly the stories already learnt
3. To participate in simple, short plays or dialogues based upon the stories learnt already.

(C) Attitudes

1. Reverence for the ancient glory of the country.
2. Willingness to cooperate in the maintenance, upkeep and correct use of our historical places and monuments.

General Suggestions for Teaching

- 1 Children, by nature, love to read and listen to stories While teaching these stories it may be kept in mind that it is not your aim to teach history in a chronological order Your main concern should be to teach these stories in an interesting and lively manner, without caring for the chronology of the events.
- 2 All the stories given in this book are related to one or more of the preceding lessons So, it will be in the fitness of things to teach these stories by correlating with relevant lessons of the textbook. This will help to develop in your pupils a natural interest for reading stories, and will definitely make your teaching more lively, interesting and meaningful. The Social Studies Manual for the teachers of classes I and II gives detailed general suggestions for the effective teaching of stories You may please refer to the said Manual before teaching these stories.

Suggestions for teaching each of these Stories in this book are given below for your convenience.

20. *The Story of the Ramayana*

A number of lessons in this book give a description of the festivals like Dussehra and Diwali. All children participate in these festivals and witness *Ram-lila* organised almost throughout India. You may capitalize on these experiences of your pupils and give them an opportunity to know and read the story of Ramayana Most of the students of your class will know the names of many of the characters of this story. While teaching, you are advised to utilize such knowledge of your pupils. Let the children themselves talk about some related events of the story which are not given in the text.

Taking full help from your pupils you should narrate the whole story in brief. It will be good to talk about the pictures provided in the textbook. The events of *Sita Swayamvara*, *Bharat Milap*, *Rama's crowning ceremony* and the like may be selected for dramatization in the class. You can yourself write simple dialogues for such dramatization. Encourage a few children from your class to memorize, recite and sing some *dohas* and *chaupais* from the Ramayana written by Tulsi Dass.

21. *The Story of the Mahabharata*

In class II, children have heard the story entitled '*Arjuna's Marksmanship*'. They know the names of the main characters, such as Yudhista, Arjuna, Bhim, Duryodhan, Dronacharya, etc. You will do well if you make this incident the basis of your lesson. You need not go in any depth in regard to the teachings of Gita, which will have little meaning for the young children. It will be enough to say that Gita consists of Lord Krishna's discourse to Arjuna to fight against what is unjust and untrue.

It will be interesting to dramatize in the classroom some small episodes from the Mahabharata. '*Yudhistira's Lesson*', '*Arjuna's Marksmanship*' and '*Karan's Philanthropy*' are some of the lessons that can be very useful and interesting.

22. *Ashoka*

The lesson starts with pictures of our National Emblem and two of the famous Ashoka Pillars. You may start this lesson with a reference to these pictures and also to the Ashoka Chakra in our National Flag.

The lesson provides little information about the life and teachings of the Buddha. You may, however, tell the children something about the Buddha and the Buddhism, keeping in view the young age of the students. The picture of the Sanchi Stupa and the specimen of the *Brahami Lipi* would make an interes-

ting point for discussion in the class. Let a group of children make a neat chart of Ashoka's teachings given in the lesson. Another group may be encouraged to draw pictures of Ashoka's pillars on exercise books or to make clay or cardboard models of the same.

How did the Battle of Kalinga influence Ashoka Thinking ?

This incident would make a good dialogue or monologue, or a one-act-play for the children. Let them rehearse it and present it on the occasion of Buddha Jayanti or some other function in the school.

23. Chandra Gupta Vikramaditya

The lesson is introduced with a picture of Vikramaditya's court. This picture depicts the event when Emperor Vikramaditya, a Hindu by religion, granted permission to a Buddhist monk of Ceylonese origin, to build a Buddhist Temple in India. Vikramaditya was respected by the people of all religions. He not only granted permission to erect a Buddhist temple in his kingdom but also donated a handsome amount of money from the royal treasury. You should explain all these facts to the children and then continue your lesson with a brief description of the visit of Fahien, the Chinese traveller to India.

Many stories are told how Chandra Gupta Vikramaditya administered justice and how he roamed about in disguise so as to know the condition of his people. Any such interesting incident will make your lesson lively. The iron pillar at Mehrauli (Delhi) is also believed to be of Vikramaditya's period. There is a picture of the iron pillar in the book. You can throw more light on it.

24. Harsha

This lesson starts with a dramatic description of the fair which was held at Prayag in the times of Harsha Vardhan. The introductory picture in this lesson

also portrays a scene of this fair in which King Harsha is shown borrowing a pair of used clothes from his sister, after he had given everything (including his clothes) to the poor. Lesson 18 refers to the Kumbh fair held at Prayag in the present times. There is also a photograph of the Kumbh fair in this lesson. While teaching the lesson on Uttar Pradesh, you should give a detailed description of the Kumbh fair held after every 12 years at Prayag. Although it will not be historically correct to establish the relationship between the present Kumbh fair and the fair held at Prayag at the time of Harsha's rule, the children will understand better if the two lessons are taught one after the other.

You have already taught about Buddhism in the lesson on 'Ashoka'. Here, you should describe Hiuen Tsang's visit to India. King Harsha's beautiful signature will be interesting for the children.

Let the children dramatize the incident of King Harsha's giving alms to the poor at the Prayag fair.

25. Rajendra Chola

The Cholas have an important place in the history of our country. About 1000 years ago, the Chola dynasty ruled over a large part of India in the South. Rajendra Chola was one of the famous Chola kings. The children must know about the historical events of the southern part of the country also, and it is for this reason that this lesson has been included in the textbook.

You will probably teach this lesson towards the end of the school year. It will, therefore, be desirable to teach this lesson with the help of a simple map of the southern part of India. It will help you to explain to your students the following points very easily :

- The location of Thanjavur, Madras, etc.
- "—The location of Tamil Nadu and West Bengal States.
- The location of the Ganga river and the Indian Ocean.

The lesson has a picture of a navalship of Rajendra Chola. You can use this picture and a map of India to drive home to the students the naval power of Rajendra Chola and his trade relationships with other countries.

The Thanjavur Temple and the statue of Natraja must be brought under discussion in the class. This will help you to throw light on the development of art

and sculpture during the Chola rule. It would be desirable to correlate this lesson with that on Tamil Nadu.

Evaluation

In order to test the student's comprehension, a few questions and activities have been given at the end of each lesson. In addition to these questions and activities, you should bear the following points in mind for the evaluation of student's learning in respect of this unit.

- Have your students acquired the ability to read the stories well?
- Can they narrate the stories in their own words?
- Can they recognise the pictures of kings, monuments, temples, scripts, etc. related to different stories?
- Do they participate in the dramatization of incidents connected with different stories?
- Do they show interest in collecting materials related to stories, such as pictures, models, postage stamps, etc.
- Do some good children read or wish to read these or other stories from some other books?

If some students are so inclined, you may give them some good story books to read. Further, you should encourage such children to narrate these stories in the class.